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ABSTRACT

The 10 issues of this organizational bulletin for the 1993/94 school year present articles, panel discussions, interviews, and essays on issues concerning the advancement of higher education. Included are: an interview with Charles Handy on the 21st century academic workplace; an article titled "Certifying Teaching Excellence: An Alternative Paradigm to the Teaching Award" (Hoke L. Smith and Barbara E. Walvoord); a special issue on the quality of faculty worklife; an article titled "Enhancing the Productivity of Learning" (D. Bruce Johnstone) with six replies from leaders in higher education; a special issue dedicated to the American Association for Higher Education's annual conference on the 21st century academic workplace; an article titled "The Contract Alternative: An Experiment in Teaching and Assessment in Undergraduate Science" (Sheila Tobias); an article titled "Collaborative Faculty Writing" (Thomas B. Jones and Chet Meyers); a special issue on the Internet and higher education; an article titled "On Complaining About Students" (John Bennett and Elizabeth Dreyer); an article titled "Benchmarking for Efficiency in Learning" (Morris Keeton and Barbara Mayo-Wells); several articles on the total quality management movement's future in higher education; an article titled "Remembering the G.I. Bill: A 50th Anniversary Project" (Brent Breedin); and an issue offering a sampling of presentations from the 1994 national conference. (JB)

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AMERICAN ASSOCIATION FOR HIGHER EDUCATION (AAHE) BULLETIN 1993-94

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SEPTEMBER/1993 VOLUME 46/NUMBER 1

AAHE

AMERICAN ASSOCIATION FOR HIGHER EDUCATION

1994 NATIONAL CONFERENCE

"THE 21ST CENTURY ACADEMIC WORKPLACE"

OUT		IN
lecturing	•	coaching
teaching awards	•	departmental incentives
tenure	•	contract work
taking attendance	•	logging on
distribution requirements	•	connected learning
credit-hours	•	performance standards
competing	•	collaborating
multiple-choice	•	portfolio assessment
library collections	•	network connections
passive learning	•	active learning
departments	•	centers
10 pound textbook	•	customized materials
micromanaging	•	steering
private office	•	working club
study carrels	•	telecomputing
tolerating conflict	•	celebrating difference
add-on programs	•	systemic reform

"UPSIDE-DOWN" THINKING
A conversation with
Charles Handy

1994 NATIONAL CONFERENCE
CALL FOR PROPOSALS

CELEBRATING ACADEMIC CITIZENSHIP
Campus Compacts

ELECTION RESULTS

BULLETIN BOARD
Job Marketplace

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In this issue:

"You're invited" is the theme of this first *Bulletin* of the academic year . . . to become involved in AAHE's 25th Anniversary, either in the activities we've planned or via projects of your own (see Carol Cartwright's "Celebrating Academic Citizenship" beginning on page 11) . . . and you're invited to submit a proposal to AAHE's 1994 National Conference on Higher Education . . . and more.

To get in a National Conference frame of mind, start with "Upside-Down Thinking," opposite, in which British author Charles Handy tries to think just that way in relation to our conference theme, "The 21st Century Academic Workplace." Once you're intellectually revved up, take a look at the Call for Proposals, which follows the Handy interview.

This year's Call is specifically an invitation to think in new ways about how higher education works now, and how it might work in the next century. On the cover we offered a few possibilities (from Handy and others) that seem intriguing: "Tenure will be out, contract work in" . . . "departments will be out, centers in." Radical ideas? Perhaps. Will they come to pass? That's harder to answer. But whether "working clubs" actually replace private offices on campus by the year 2000 is less important than the creative thinking that making such suggestions provokes. And so, on page 10, we invite you to imagine what the next century might bring and let us know what you come up with. As Charles Handy writes in his book *The Age of Unreason:* "New ways of thinking about familiar things can release new energies and make all manner of things possible." So we hope.

—BP

"THE 21ST CENTURY ACADEMIC WORKPLACE"
1994 NATIONAL CONFERENCE ON HIGHER EDUCATION

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"UPSIDE-DOWN" THINKING

About the 21st Century Academic Workplace

a conversation with Charles Handy
by Russell Edgerton

Next March, AAHE's National Conference on Higher Education will take as its theme "The 21st Century Academic Workplace." As planning for the National Conference began, suggestions about people who could speak to the theme were sought. Among them recurred Charles Handy . . . as the imaginative author of a half dozen books on the management of change . . . as a proponent and practitioner of "upside-down thinking," in which "new ways of thinking about familiar things can release new energies and make all manner of things possible."

In July, AAHE president Russ Edgerton spoke by phone with Handy in London. Excerpts from their conversation follow. We're also delighted to report that Handy has accepted an invitation to address the 1994 National Conference.

The man *Fortune* magazine once described as an "intellectual bombthrower" is currently a visiting professor at the London Business School and a regular commentator on BBC radio. He is a consultant to organizations in business, government, education, and health. His books include the widely acclaimed *The Age of Unreason* (Harvard Business School, 1990) and *The Future of Work* (Blackwell, 1984). When interviewed for this *Bulletin*, Handy was just finishing up his latest, *The Age of Paradox*, to be published in the spring, again by Harvard. —*Eds.*

Photo © 1990 Elizabeth Handy

EDGERTON: Dr. Handy, let's begin with how you came to your current interest in what you call "upside-down thinking" about the nature of work. I gather that in the early 1980s you started worrying about the fact that there just aren't enough jobs to go around, that efforts to create more jobs — like what President Clinton and the G-7 were trying to do this summer in Japan — weren't going to do it. So you began challenging the fixation on "employment" as the only source of "work" — and that led you down a new path. Have I got this right?

HANDY: Yes, it seemed to me that there was a discontinuity somewhere. The people who were talking about creating more employment essentially all worked in very large organizations . . . mostly in government. When I then looked at what large organizations were doing, they were all getting rid of jobs, not creating more, and the new jobs that people were talking about were all coming from small organizations. But when I looked at the small organizations, their jobs weren't the sort that we've been used to . . . jobs that lasted for forty-five or fifty years, where you went up the hierarchy and ended up with a nice pension. Instead, the jobs happening in the smaller organizations were short-term, part-time — jobs where the organization would say, "Would you come and do this for us?" without offering careers, pensions, or anything like that.

So I came to realize that we really have to rethink what we mean by "work." If you look at

the statistics for my country, nowadays only 55 percent of the workforce are in conventional, full-time jobs in organizations. The rest are part-time or self-employed or, I'm afraid, unemployed.

EDGERTON: In *The Age of Unreason*, you have an intriguing litany about the "three 47s" . . . the old norm of working forty-seven hours a week, forty-seven weeks a year, for forty-seven years. You're saying that today, in Britain, this stereotype fits barely half the workforce. It sounds like the full-time, life-long job is going the way of the nuclear family.

HANDY: Yes, and going down every year. Britain's slightly ahead of the game, if you can call it that, because 55 percent is a slightly higher percentage than most countries. But it's coming down everywhere.

EDGERTON: Also in *The Age of Unreason*, you mention a number of factors bringing this situation about, but the key driver is the emergence of what you call the "shamrock organization." Tell us what you mean by this.

HANDY: The "shamrock organization" is a metaphor plucked from my Irish heritage. The shamrock is the Irish clover, and it's always been used in history to suggest you could have three leaflets but there's still one leaf. It seems to me that's the way the modern organization is shaping up.

Three very different kinds of workforces are associated with such an organization. If you run it cleverly, they all three think of themselves as part of the whole, but only one — that's what I call the "core" workforce, the *professional core* — is actually full-time employed in the organization. The second leaf is the *contractual organizations*, the subcontractors, who are in themselves organizations and themselves will be shamrocks in their own terms. And then the third leaf is the *independents*, what I call the "hired help," who are either temporary, part-time, semi-skilled workers helping out at peak times, or independent professionals who are no longer on the payroll of the company but are hired to do specific pieces of work.

"The strategic problem for any organization these days is to decide what jobs or what work goes into which part of the shamrock; in particular, who should be in the core? This gets very interesting when you look at universities. Do we put all our teaching faculty in the core? Or do we regard them as independent professionals who we can hire when we want them?"

The efficient company these days is cutting its core people down as far as it can and pushing out as much of its work as it can, both to contractor organizations and to independents. Such companies call it "out-sourcing." But I call it the "shamrock" to say there should be a shape about it.

EDGERTON: As I recall from your book, even folks in the professional core are working harder for a shorter total period.

HANDY: Well, that's right. These people are working sixty- or seventy-hour weeks, but it doesn't go on for forty-seven years anymore. Certainly, in Europe people are being eased out of the organization in their early 50s. So they're cramming their hours into a much shorter period of time, and then they've got the dilemma about what do they do afterwards. And what they tend to do afterwards is to go into what I call the "portfolio" worklife . . . the life of the independent who's got a portfolio of clients or a portfolio of different types of work. We're increasingly seeing that kind of concept becoming very common over here, with people saying they're "going portfolio" or "I've started my portfolio career." This sort of thing starts nowadays in the middle of life.

EDGERTON: So what we have is a decline in the role of large, centralized employers, bringing in its wake radical shifts in the nature of work and the characteristics of the workforce. As you are talking, I'm thinking that President Clinton's health reform proposals will probably *hasten* this shift. I wish we had hours to talk about these issues!

Let me move you to some of the direct implications of all this for higher education. I'd like to take you down three paths. First, let's look at the university as an organization. Does the "shamrock" metaphor fit, and what does it tell us? Second, let's look at what your big picture implies for the knowledge and skills that our graduates need. Third, I'd be interested in your thoughts about the way we conduct the business of teaching and learning.

"SHAMROCK"

HANDY: Your first question is very intriguing. The strategic problem for any organization these days is to decide what jobs or what work goes into which part of the shamrock; in particular, who should be in the core? This gets very interesting when you look at universities. Do we put all our teaching faculty in the core? Or do we regard them as independent professionals who we can hire when we want them?

In medicine, for instance, doctors are forming themselves into independent partnerships and selling their services as a group to the hospital. So they've moved from the first to the second leaf. And other doctors are going independent . . . they're moving into the third leaf.

Clearly there are faculty who are essential to the core, for example, those running departments, those in charge of key subject areas. But others might be

out there perhaps as independents. I can see tenure being restricted to maybe twenty or twenty-five years, and then faculty being expected to live portfolio lives . . . employed when they're needed.

EDGERTON: The whole question of which faculty are on tenure-track appointments, and which are not, is a huge issue in this country.

HANDY: The trouble I see is that these decisions are made *ad hoc* . . . and they shouldn't be. It should be a strategic decision: What kinds of people, what kinds of jobs, should we have in the first leaf and what in the others?

EDGERTON: Many of our campuses have drifted into treating certain programs as areas for "third leaf" personnel . . . the teaching of writing comes to mind. Language instruction is something increasingly being talked about in these terms.

HANDY: At the London Business School, we now are insisting that our graduates have at least one foreign language. We're not in the business of teaching them that foreign language, but we will *arrange* for them to learn it. In other words, we've out-sourced the foreign language teaching. Again, that was an *ad hoc* decision. It should be a strategic decision. There are an awful lot of things that our core professional staff should not take its time doing. It is more sensible for us to subcontract such things to independent institutions rather than trying to hire expensive faculty to do what they would regard as rather degrading work.

But, you see, we're still conditioned in so many of our institutions by the old model of an organization with which I grew up: "If you want it done properly, you have to do it yourself. . . . We should employ everybody." That's crazy, because then we end up giving everybody — the caterers, the cleaners, the drivers — the same terms and conditions that we give to our very, very special people, our leading professors. In the end, if you go that route, you end up restricting your staff numbers on everything.

"Most of the problems and dilemmas that I face in life my parents never knew about, certainly my teachers didn't. That they were trying to teach me solutions to problems that they already had encountered . . . well, that was very nice of them, thank you very much, but those problems aren't there any more. There are quite new problems now, and therefore their old solutions are irrelevant."

EDGERTON: But I know you also believe that organizations then need to go on and rethink the way the second and third leaf personnel are treated. I'm thinking of the shoddy ways some of our own academic institutions treat part-time faculty, blue-collar personnel, and others who are not part of the professional core.

HANDY: Well that's right. There's a big debate in the European Community at the moment over what's called the "Social Charter" — forcing organizations to treat outsiders and part-timers proportionately as well as they treat full-timers.

EDGERTON: Thinking of part-time faculty, I was captivated by your argument in *The Age of Unreason* about the need to rethink office space and your image of the "working club."

HANDY: When I left business and joined academia many years ago, I was dismayed to find that the academics all sat in little offices, and you really had to have an excuse to go in and talk to them. The collegiality I had expected to find was actually less than in a business, because in a business you always were meeting people who were grouped around tasks or projects. Universities tend to be rather individualistic, lonely places. That's one factor.

But it also has struck me in going 'round to offices, not only academic offices but all sorts of offices, that nobody was in them most of the time. When I mentioned this to chief executives and heads of organizations, they would say, "Well, of course not! Our people are out with the clients . . . with the students . . . with the suppliers . . . talking with government. We don't want them in their offices, that means they're probably not working!" My academic colleagues come to their offices to see students, to attend meetings, to deal with bits of admin, but they do their real thinking elsewhere. Usually at home.

EDGERTON: So, as you say in your book, why provide these very expensive offices for people who really are using them as filing cabinets?

HANDY: The point about clubs, of course, is they do have special rooms, but the rooms are for *functions* . . . for activities, not for people. There's a "games room," there's a "reading room," a "telephoning room." I want organizations to spend more of their space on activity rooms rather than on individual rooms. Only very important, core people, who are there all the time, would actually have allocated private space. I think it would be much more efficient, a more convivial way of living, quite honestly.

WHAT STUDENTS NEED

EDGERTON: Let's shift to what these changes in work imply for the kind of knowledge and skills our students need.

HANDY: The most important thing is that we've got to be responsible for our own lives. That sounds rather obvious, but it is, I think, a quite radical shift from the previous generation.

I started my working life by working for an oil company, and the first book that they gave me was a pension booklet. The impli-

cation was they were going to give me a career, and they were going to train me to that career, and at the age of about 62 they would provide me with money for the rest of my life. And I was quite happy with that.

It was only when I left them that I realized that life was actually a lot more complicated. I was totally unprepared for it! I really didn't know how to organize myself, how to pay my own taxes, let alone how to prepare myself for a worklife in which I had to sell my services to others.

EDGERTON: My son is getting married next week. I was telling him recently that when I started my career I worked for a big state university, then the federal government. I hadn't a clue about things like pensions, but these institutions took care of me. He is moving from a small consulting firm to another city, looking for a new job. He has to worry about all sorts of things I didn't!

HANDY: In our educational system, we force-feed our students . . . tell them what to do, where to go to class, what to learn, how to learn it, what to read, what tests to take. Their role is to react. But the worklife they are entering is one in which they will have to invent their own careers.

My goodness, even in my business school we present our students in every course with a whole packet of things. Even courses based on cases . . . we've collected the data for them. All they have to do is analyze it. Anybody can analyze data! What's much more difficult, it seems to me, is knowing what data to collect in the first place, and how to collect it. But to save them time and us time, we do all that for them. And that, in a sense, incapacitates them for real life outside.

EDGERTON: I assume that the stress you put in *The Age of Unreason* on "reframing" issues and "upside-down thinking" is also something you would want to turn into an agenda for education. Am I right?

HANDY: Absolutely. Of course, in any subject there's a basic amount of information you need to know. But beyond that — and very quickly we move beyond that — everything, it seems to me, is up for grabs. There are no right answers to most of the questions. And we've got to make up our own answers, because the questions are always new.

"Devising the project so that it is a learning vehicle becomes the educational task, it seems to me. The key people in the university, then, become the educational designers and the educational managers. The experts, if I can call the faculty that, are almost in the wings, really. And that, of course, is going to cause tremendous upheavals, because it's going to change the whole power structure of higher education."

The skill that you need, as you say, is one of reframing, of looking at things in a different way, of seeing what the real problem is and coming up with imaginative and unthought-of answers to questions that teachers of ten years ago didn't know existed. Most of the problems and dilemmas that I face in life my parents never knew about, certainly my teachers didn't. That they were trying to teach me solutions to problems that they already had encountered . . . well, that was very nice of them, thank you very much, but those problems aren't there any more. There are quite new problems now, and therefore their old solutions are irrelevant.

We've got to learn, very early on, the particular skill of looking at a mess and trying to make sense of that mess and then coming up with initiatives that are going to help us work our way through it.

Now, that is quite alien to most of what we do in the educational process. And it's very threatening, of course, to any teacher because a teacher then has to walk into situations in which he doesn't know the answer. It's a very chaotic situation, which we haven't prepared our teachers for. When we teach case studies in our school, the teacher usually has his preferred solution. And the game in the classroom is to guess what the teacher's going to say at the end. That's not real life, you know!

HOW WE WORK

EDGERTON: Let's move on to my third question . . . the organization of the teaching and learning process itself.

HANDY: As I say in my book, I want to see us move to the concept of "student as worker," rather than student as just a student . . . watching, observing, absorbing. I want the student to be actually doing, solving problems, and, again, having creative initiatives. I believe that is the core task of education — to improve people's capacity to make a difference to the situations in which they find themselves, using a whole range of skills.

That turns our professors into coaches and mentors, rather than subject experts. And so, what I would end up doing, of course, is contracting out some of our more famous professors who are the subject experts, turning them into portfolio people or grouping them into small research units. I'd pull them back in when I needed them, but the core function of the educating organization would be coaching and mentoring people in actual action. And, as people grow older, I see more and more of that action taking place in the workplace, using the university or the school as a helper in the learning process. The university becomes a place to encourage and develop learning, rather than a place of knowledge. I suppose that's what many institutions are trying to do, but I

don't think they're doing it radically enough.

EDGERTON: If you were going to go about trying to promote the "student as worker" concept, what gets in the way? What issues about the structure, the calendar, the schedules, the concept of instructional unit, would have to be put on the table and reinvented?

HANDY: You're going to have small groups of people working on these educational tasks, and therefore the individualistic tone of education would go . . . it'll be much more a situation in which students are working for most of the time in teams. That's going to be quite hard to organize, and quite hard to evaluate. So we've got to have different ways of evaluating achievement in *learning*, rather than just how much students know and how much they can recapitulate of what they know.

Second, of course, we can't have such huge, mass groups of people listening to lectures or whatever . . . it'll be much more individualized and, in a sense, contracted out. I mean, students will be watching interactive videos of one sort or another and they'll get their information and knowledge via various forms of technology, rather than by actually meeting the expert face-to-face. So the experts, as I say, will probably be outside the organization and will be pulled in through the use of media.

The organization itself will be a honeycomb of small groups of people working on problems. It will be quite hard to contain that within a semester structure, I suspect . . . you can't assure that real-life problems will stop at the end of May and start in the beginning of September. So I see the university and the school being more like an organization — that is, working all the time. People will take their breaks at different times, rather than all at one time. The interaction won't just be people sitting in a room with an individual; we'll use all the facilities that we have . . . electronic communication, video communication, televisual communication . . . to coach our students, who may not need to be all in one place at any one particular time.

EDGERTON: Do you know of any universities that are beginning to organize themselves along these lines?

HANDY: We've just started a new business school in Cambridge University in which students come to Cambridge for only one semester in three. The rest of the time they will actually be working. They'll have two tutors, one at work, the other at the university.

So the way teaching and learning is organized becomes more like the Open University we have here in Britain — which started off as the Open University of the Air. The initial idea was that students would learn by listening to radio and television, but then things evolved. Now students get their information over television, but they also meet with tutors in their own locality and they also go off on one-, two-, three-week intensive learning ventures with other students and faculty. They also link into electronic networks.

It's a whole multimedia kind of university. If you go to the Open University in Britain, there's nobody there . . . well, that's not quite true. There are "core managers" and the "core administrators" and an enormous printing business and some quite good television studio facilities. But there are no professors there.

EDGERTON: It sounds like, in all these arrangements, that getting very clear about the task or the project is the key, and then everything else follows.

HANDY: Absolutely. Devising the project so that it is a learning vehicle becomes the educational task, it seems to me. The key people in the university, then, become the educational designers and the educational managers. The experts, if I can call the faculty that, are almost in the wings, really. And that, of course, is going to cause tremendous upheavals, because it's going to change the whole power structure of higher education.

EDGERTON: I understand that after your newest book, *The Age of Paradox*, goes off to the publisher, you're writing next on the subject of education?

HANDY: It's not really a book but a project to explore the possibility of establishing a national foundation here in Britain, independent of government — that is, a *center for thinking* about learning and education. Nothing like that exists here.

EDGERTON: Dr. Handy, thank you for letting me interrupt your writing. We look forward to picking up this conversation at AAHE's conference next March! ■

The Age of Unreason

"George Bernard Shaw once observed that all progress depends on the unreasonable man. His argument was that the reasonable man adapts himself to the world, while the unreasonable persists in trying to adapt the world to himself. . . . We are now entering an Age of Unreason, when the future is there to be shaped, by us and for us — a time when the only prediction that will hold true is that no predictions will hold true; a time, therefore, for bold imaginings in private life as well as public, for thinking the unlikely and doing the unreasonable."

The Age of Unreason, pp. 4-5

And Other Handy Works

Readers interested in ordering *The Age of Unreason* can call the Harvard Business School Press toll-free at 800/545-7685. *The Age of Paradox* is forthcoming from the same publisher in the spring of 1994.

Other Handy books, usually available from retail bookstores, include *The Future of Work* (Blackwell, 1984), *Gods of Managment* (Pan Books, 1979), and *Understanding Organizations* (Penguin, 1976; revised 1986).

Call for Proposals

AAHE's 1994 National Conference on Higher Education
March 23-26, 1994 ■ Chicago Hilton & Towers ■ Chicago, IL

"THE 21ST CENTURY ACADEMIC WORKPLACE"

Thoughtful colleagues across the country are unanimous: This is no time for "business as usual" in higher education. Under the leadership of incoming Board chair Carol Cartwright, a similar conclusion has been reached: *This is no time for a "business as usual" National Conference.* The twenty-first century is coming — fasten your seat belts!

Surveying the academic landscape, it seems increasingly likely that —

■ Campuses will be economically hard-pressed not just for months but for years. Unless we are willing to shut down programs or reduce quality, we will have to work harder *and* smarter. Talk of "restructuring" is in the air, though few can say what restructuring really means.

■ *This time* around, the coming generation of information and communication technologies is going to have a big impact. If not in six years, surely in sixteen, new technologies will have radically changed the way we work.

■ The growing concern over "time-to-degree" and new interest in a three-year B.A./B.S. will raise again the whole question of what a degree means in the first place. These issues will run together with the movement to define occupational skill standards and the accountability pressures to clarify educational results.

■ The many faces of diversity — the racial, ethnic, gender, and age mix of Americans seeking higher education; increasing awareness of students with disabilities; the exposure of our young people to electronic and visual media — will challenge, as never before, our traditional and familiar ways of thinking and teaching.

AMBITIOUS OBJECTIVES

With issues like these in mind, AAHE is setting out toward the 1994 National Conference with four ambitious objectives:

First, that the 1994 program be *future-oriented.* When we gather in Chicago next March, the twenty-first century will be but six years away! It is none too soon to bring into focus the kind of academic workplaces that we should be striving to create.

Second, to encourage *"upside-down thinking"* (as Charles Handy likes to put it) about academic work. Higher education's deep structures and traditions (the course, the credit-hour, the department, tenure) that are next year's "givens" need not be givens six years hence. What if — from the classroom, to the bookstore, to the long-standing problem of academic governance — we could radically change the way we work? What then?

Third, that the National Conference *model the twenty-first century "ways of working"* we expect presenters to envision! As you prepare your proposals, be especially thoughtful and inventive regarding presentation, organization, and interaction with the audience.

Fourth, to *celebrate* 1994, AAHE's 25th Anniversary year! A companion article in this *Bulletin* outlines some ideas about how we might do so — with the hope that you will offer others.

THREE PROGRAM TRACKS

The 1994 National Conference theme — "The 21st Century Academic Workplace" — will be expressed in three main tracks. In the box *right,* some possible subtracks and illustrative sessions are offered that seem likely candidates for such a program. Those subtracks and sessions are intended only as catalysts for your own thinking as you prepare your proposals.

As always, proposals unrelated to the theme but on topics and issues important to higher education are also welcome.

OTHER WAYS TO GET INVOLVED

In addition to presenting and/or proposing a general session

This year's tracks, and some sample sessions.

I. Charting a Course for the Entire Campus

Views From Many Crow's Nests: New Imperatives
- The capital and the campus: reinventing the relationship
- American public opinion on the costs of college
- The health care debate: implications for higher education
- Are we ready? What school teachers say about the next generation
- The new "information superhighways"

New Pathways: Reinventing Systems That Serve Learner Needs
- Grades 10-14: creating new paths to work and learning
- K-16: Finding virtue in interdependency
- The collegiate share of distance learning

Sharpening Focus: Organizing Around Core Tasks and In-depth Strengths
- Best of what? Rethinking the institutions we regard as peers
- The curriculum: simplifying and out-sourcing
- The new politics of growth by substitution

The Horizontal Campus: Fostering Institutions That Are Fast, Flexible, and Friendly
- The crisis of administrative leadership
- Departments: essential data for collective responsibility
- Faculty teamwork: some success stories

Funding for Results: New Ways of Allocating Resources
- The states: steps toward performance funding
- The feds: righting the imbalance between teaching and research

Accountability: New Criteria, New Modes
- State report cards: what indicators make sense?
- Applying the Baldrige Award criteria to higher education
- New criteria for college ratings

II. Faculty Priorities: Getting the Incentives Right

The Making of the Faculty: Turning Out Scholars Who Will Be Citizens of the Academy
- Sending new signals: organizing the employers of new Ph.D.'s
- Fostering teamwork among academics
- The teaching residency
- Supporting the first-year faculty member

From Knowledge to Wisdom: Fostering Scholarly Inquiry That Makes for a Better World
- Disciplines and professions: having it both ways
- The redefinition of "professional service"

Incentives and Rewards for Teaching: New Angles of Approach
- Teaching as community property
- Toward a national market for excellent teachers
- Faculty workloads: redefining the tasks of teaching
- Rewarding departments for teaching excellence
- Starting with students

III. Educating Toward New Standards

New Standards
- Is the all-purpose bachelor's degree a dinosaur?
- New occupational skill standards: implications for the A.A.
- Developing reasonable expectations for student retention

Assessing for Performance: Can Students Use What They Know to Perform Tasks That Matter?
- College admissions: dealing with portfolios
- The assessment of generic abilities: where are we?

Time and Mastery: Rethinking Calendars, Courses, and Credit-Hours
- What's all this about a three-year bachelor's degree?
- Credit for mastery: who does it now?
- Beyond the credit-hour: new units of instruction

Student Effort: The Other Side of the Bargain
- High school performance and college admissions: myths and realities
- Student time: how a resource for learning is now squandered, and what might be done

The Interactive Classroom: Students as Workers and Coproducers; Faculty as Designers, Assessors, and Coaches
- Pedagogy and physical layout: the new classroom architecture
- Pedagogy for large classes
- Overcoming barriers to collaborative learning
- Using technology to enhance learning

Reinventing Student Services
- Student services: questioning the whole array
- Libraries: from collections to connections
- Textbooks and bookstores: from products to services
- Mentoring, advising, and the new technologies

Connected Curricula: Improving Student Learning
- Moving from coverage to key concepts
- Creating community by engaging diversity
- The student as curricular planner
- Text and beyond: new media, new learning materials, and new tools

Learning Communities: Sustaining Relationships That Reinforce the Most Important Goals of Learning
- Living/learning communities revisited
- Creating community through electronic networking

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at the National Conference, consider these other ways to become involved:

Poster Sessions

A poster session consists of a short presentation (5-10 minutes) followed by time for questions and comments that repeats periodically throughout the timeband. It should feature visual displays; emphasize the interaction between presenters and participants; and highlight the results of innovative programs, new research, methods of practice, or successful solutions to problems faced by campuses. An important feature of the conference's "Idea Marketplace," the poster sessions will be scheduled

Imagining the Future Workplace

What *should* the "21st century academic workplace" look like? We invite you to ponder that question — and to share your answers with us.

In *The Age of Unreason*, author Charles Handy argues that fresh thinking about such questions often begins with new images. "New imagery, signaled by new words, is as important as new theory; indeed new theory without new imagery can go unnoticed." Handy himself has put forward a number of fresh images about workplaces in general. For example, he urges us to design offices as "working clubs" with "activity rooms," rather than building separate offices for each professional.

In that spirit, we invite you to send us a *concrete* image of some aspect of the "21st century academic workplace" that you think would be desirable. Say to yourself: "Suppose we thought about the classroom ... the library ... the bookstore ... the tenure/promotion process ... *as if* it were — —." Does a fresh image come to mind? Does the exercise open up for you a new way of thinking about some aspect of the academic workplace?

If it does, we want to hear from you! Draft a few paragraphs (no more than a page) that describe: (1) The aspect of the workplace you are thinking of. (2) The fresh image (analogy or metaphor) you wish to contribute. (3) Why it is useful to think in terms of that image. We will use the images you generate in the planning of the 1994 National Conference, and will publish the most creative contributions in a future issue of the *Bulletin*.

Imagining the Future Workplace
c/o Bry Pollack, AAHE Bulletin
One Dupont Circle, Suite 360, Washington, DC 20036-1110; fax 202/293-0073

PROPOSAL GUIDELINES

AAHE welcomes your ideas for organizing and/or presenting sessions on this year's theme or on other topics and issues important to higher education. Also encouraged are letters about the kinds of sessions you, as a potential attendee, would like to see on the program!

Mail/fax. To propose a general or poster session, mail or fax a letter (1 or 2 pages max.) to:

NCHE Conference Proposals
c/o Louis S. Albert, Vice President, AAHE
One Dupont Circle, Suite 360
Washington, DC 20036-1110
fax: 202/293-0073

Deadline. All proposals must be received by AAHE on or before **October 22, 1993.** You will be contacted in December about the status of your proposal.

Proposal letter. Your proposal letter must include the following:

- A description of the problem or issue you will address.
- The proposed length and format — either a *general session* (panel discussion, single presenter, case study, etc.) or a *poster session*. Most *general sessions* occupy timebands of 50 to 75 minutes; panel presentations should be limited to no more than four people, including any moderator. *Poster session* presenters will be expected to concisely explain their topic in 5-10 minutes, then allow ample time for questions from participants; each session will repeat throughout the timeband.
- The audience you intend to reach and the significance of your topic for that audience.
- The qualifications of *all* presenters and the roles they will play in the session.
- The names, positions, addresses, daytime telephone and daytime fax numbers of everyone involved, including yourself.
- A one-paragraph abstract of the session to be printed in the final conference program if your proposal is accepted (subject to editing).

Fees. If your proposal is accepted, you should plan to attend the conference as a *paying registrant*. Registration forms will be mailed in January 1994.

1994 National Conference Fees

	AAHE Members:	Nonmembers:
Regular	$235	$320
F/T Faculty	$185	$270
Retired	$145	$195
Student	$115	$165

together and located in the Exhibit Hall area.

Exhibit Program

Higher education institutions and other nonprofits are invited to join commercial exhibitors in the conference's Exhibit Program. Contact AAHE to reserve booth space to display information about your programs, centers, services, and publications. For more information about the Exhibit Program, contact Kristin Reck, exhibits coordinator, at 202/293-6440.

Caucuses and Action Communities

AAHE members also can get involved by participating in the work of one or more of AAHE's member networks.

Caucuses: American Indian/Alaska Native, Asian Pacific, Black, Hispanic, Lesbian/Gay, Student, and Women's.

Action Communities: The Research Forum, The Community College Network, Classroom Research, Collaborative Learning, Faculty Governance, Information Resources/Technology, and Service.

For more information about any of these member networks, contact Judy Corcillo, AAHE's conference/membership development coordinator, at 202/293-6440.

Forum on Exemplary Teaching

In addition to numerous general sessions and activities for faculty, the conference program also will include the annual Forum on Exemplary Teaching, sponsored by the AAHE Teaching Initiative at the conferences since 1989. The Forum consists of a series of presentations and roundtable discussions that offer faculty the chance to become part of a network of excellent teachers who also care about the improvement of teaching beyond their own classrooms. Invitations to send a delegate to the Forum will be mailed to chief academic officers early in the year, or you can contact Erin Anderson, project assistant, AAHE Teaching Initiative, at 202/293-6440. ■

An Invitation to Participate

"CELEBRATING ACADEMIC CITIZENSHIP"

AAHE's 25th Anniversary

by Carol Cartwright
Chair, AAHE Board of Directors

Carol Cartwright, chair of AAHE's Board of Directors, is president of Kent State University.

At last year's National Conference on Higher Education (the "blizzard" conference), interested AAHE members attended a special session convened to brainstorm how we might best celebrate AAHE's 25th Anniversary. Even though the meeting was at a late afternoon hour, and the foul weather had cut conference attendance by half, the room was soon full of enthusiastic people offering wonderful suggestions. As your incoming Board chair, I was heartened to realize how many people care deeply about this Association.

At that meeting, an exchange between long-time members Clifford Adelman (of the U.S. Department of Education) and Marcia Mentkowski (of Alverno College) surfaced the first of many good points: that we should be clear about what it is we are celebrating. The conclusion we have reached, after many subsequent discussions, is that we should be celebrating the *idea* that AAHE was founded to champion — **the idea of academic citizenship.** AAHE's special function is that it asks each of us to step beyond our specialties and roles and consider what's most important and best for higher education as a whole.

A second good point made by members was that our celebration should not be confined to a single event or only to the National Conference but should be an unfolding **year-long set of activities.** AAHE's publications, the National Conference on Higher Education, the conferences and other activities of AAHE's special-focus programs, are *all* potential vehicles for raising consciousness about academic citizenship. Beyond these, you, as AAHE members, may well think of additional ways to initiate local celebrations of the idea of academic citizenship in your own settings.

So now, as chair of AAHE's Board of Directors, I cordially extend to you an invitation — not only to participate, but to help us design an anniversary year in which we all, through AAHE, give new life and meaning to the idea of academic citizenship.

25th ANNIVERSARY

Celebrating Academic Citizenship

1969 AAHE 1994

Incorporated in June 1969, AAHE turns twenty-five next summer. To celebrate that milestone, a year of special programs and events is being planned for 1994.

BEST COPY AVAILABLE

What follows, then, is an unfinished script. We welcome your involvement in the activities proposed below, and we welcome your suggestions about further occasions and ways to make 1994 special.

AAHE'S PUBLICATIONS

Through the *AAHE Bulletin* and *Change* magazine, we plan to foster a thoughtful, year-long conversation *about* academic citizenship.

Much has changed in the twenty-five years since AAHE was founded as an independent organization serving higher education. In 1991, as he stepped down from his deanship at Harvard, Henry Rosovsky expressed his belief that there had been "a secular decline of professorial civic virtue in the Faculty of Arts and Sciences." Colleagues elsewhere have made similar observations. Is this true? If so, why is it happening? What might be done to turn things around? Are there particular points in their professional careers at which faculty and administrators are most open to taking on the new tasks and challenges of citizenship? Can AAHE help? These are the kinds of questions we hope to pursue.

The editors of *Change* magazine, for example, are planning a special January/February 1994 feature essay that will, among other things, explore dimensions of academic citizenship from colonial times to the present. The editors of *Change* also will keep a sharp eye on what the magazine can draw out of the special symposium on academic citizenship (discussed below) that we are planning as part of our upcoming National Conference.

In 1994, *Change* also will be celebrating *its* twenty-fifth anniversary. The editors are hard at work on a special issue that will bring back "the best in *Change*" from the past twenty-five years, with commentaries on what those articles now look like from the vantage point of hindsight.

The *AAHE Bulletin* is another important vehicle for advancing thought about academic citizenship. *Bulletin* editor Ted Marchese welcomes your ideas and contributions.

1994 NATIONAL CONFERENCE

Last spring, when the AAHE Board began thinking about how the 1994 National Conference could celebrate AAHE's 25th Anniversary, we realized that we couldn't possibly take another step without the help of AAHE's own special impresario: Kenneth Fischer, executive director of the University of Michigan's Musical Society. If you attended the 1989 meeting, you might have seen Ken's last conference effort, a multimedia retrospective in honor of AAHE's 20th Anniversary. I'm delighted to report that Ken has accepted an appointment to AAHE's Board with "25th Anniversary planning" as a special portfolio. One thing for certain: We'll have music!

Five special programs and events tied to the National Conference next March are in the works:

Citizens of the Year

Every campus has individuals whose professional lives as citizens exemplify the spirit of our 25th Anniversary theme. This November, after the 1994 National Conference preview materials are in your hands, we will invite every college and university president in the country to sponsor those individuals to attend the conference (and to become AAHE members). Once at the conference, we will salute them during a special plenary session and, more important, engage them in a symposium about faculty and administrative "citizen" roles appropriate for the

1969-1994

Twenty-five Years as Higher Education's "Citizen's Organization"

Twenty-five years ago next March — at the 1969 National Conference on Higher Education in Chicago — scores of members caucused into the night weighing a radical move: Should they take the Association — then the higher ed unit of the National Education Association — to independent status? It was no small step. In different forms, the Association had been with the NEA since 1870. As to independence, it takes money and none was in hand.

Even so, members voted to secede. Hundreds took out "life memberships" in the new organization, funding a transition to new offices and programming. Grants from Carnegie and Ford soon followed, then additional support from Danforth, Esso, Mellon, Sloan, and Kettering.

AAHE left the NEA amicably; the occasion for doing so was the parent organization's decision to emphasize union activity and its expectation that its higher education unit would champion faculty collective bargaining. Members at the time didn't oppose the NEA decision so much as they saw it as contravening the special character of their Association, which had always stood for nonpartisan concern for higher education as a whole, with membership open to faculty and administrators alike without regard to role or institutional type. AAHE is "a cause that unites," a 1970 brochure proclaimed, a "Common Cause for more effective higher education" (1979).

AAHE's membership now stands at 8,150. Almost by definition, the act of joining indicates professional interests that transcend locale or role, a regard for the improvement of practice generally and the welfare of the whole. At AAHE meetings today, one finds the broadest range of colleagues — professors, presidents, agency heads, accreditors, students, people from the smallest college to the largest university — ready to exchange, debate, and network. Now, as before, AAHE is American higher education's vehicle for academic citizenship. ■

twenty-first century academic workplace. The results of the symposium will be shared with the rest of the conference attendees and provide all of us with a foundation to continue the dialogue in our home campus settings.

Bring a Colleague

Our "Citizens of the Year" project will enable every campus president and chancellor to use our national meeting to recognize and reinforce individuals who are academic citizens in their own settings. But we don't want to stop there. *Every* AAHE member knows colleagues who care about the larger educational enterprise . . . individuals who would benefit from the people and ideas gathered at the national meeting.

Accordingly, we invite every AAHE member to bring or sponsor a colleague who you believe would enjoy and benefit from participating in AAHE. Each "sponsored colleague" (who is not now an AAHE member and has not attended a previous National Conference) will receive a substantial discount off his or her conference registration fee. We also will design a series of "sponsored colleague" events to occur at the conference — meetings with AAHE's voluntary leadership, special program briefings, and more — so these newcomers can become acquainted with AAHE's rich diversity of people and resources.

Special Plenary Session

The first full day of our 1994 National Conference — Thursday, March 24 — will close with a special plenary session and reception on "Celebrating Academic Citizenship." We will revisit the founding idea and need for an association of academic citizens, celebrate our past accomplishments, and look ahead to next challenges.

Celebrating Particular Communities of Inquiry

Most of us are attracted into the larger arena of citizenship through our interest in a particular issue — be it calculus reform, collaborative learning, writing across the curriculum, multicultural studies, classroom research, or dozens of other improvement efforts. In time, we find ourselves part of a collaborative network of individuals who reinforce and expand our interests.

AAHE's National Conference traditionally has been a meeting ground for many such communities. By way of celebrating academic citizenship, then, we invite you to sponsor at the conference a session, meeting, reunion, etc., that reflects on the past and future of the special community of inquiry through which you express your citizenship.

25th Anniversary Banquet

Friday evening, March 25, we are planning an anniversary banquet that will be short on speech-making and long on colleagueship. We see the banquet both as a reunion dinner for those who have been with AAHE for many years, and as an opportunity for others to become more closely connected with AAHE's core voluntary leadership.

MEMBERSHIP RECRUITMENT

As always, our National Conference and special-focus meetings will encourage newcomers to join AAHE by offering deep membership discounts off registration fees. This year, our focus is particularly on **building a new generation** of "academic citizens," and we are looking to you, AAHE's current members, to help recruit these new leaders. As AAHE begins its annual membership drive this fall, we will be encouraging you to identify and sponsor individuals who you know would benefit from joining AAHE and would contribute to the strength of the Association.

AAHE'S SPECIAL-FOCUS PROGRAMS

Over the course of the year, each of AAHE's special-focus programs will engage the idea of academic citizenship from its particular perspective:

■ The directors of AAHE's **Forum on Faculty Roles & Rewards** and AAHE's **Teaching Initiative** are collaborating in several investigations of how to nurture professional cultures, within both campus and scholarly communities, in which engagement in teaching and professional service is honored and rewarded.

■ The directors of AAHE's **school/college programs** are investigating how campuses might create conditions under which more faculty can participate in the simultaneous renewal of both colleges and schools. AAHE's Fourth National Conference on School/College Collaboration (December 5-8, 1993, in Pittsburgh) will honor individuals from higher education who have made special contributions to the larger vision of an educational continuum, K-16.

■ The directors of AAHE's **Assessment Forum** and **Continuous Quality Improvement Project** are jointly investigating how academic citizens from many corners of the campus can come together around a common concern for quality improvement and the assessment of student learning. AAHE's Ninth Annual Conference on Assessment/CQI (June 12-15, 1994, in Washington, DC) will honor campus citizens who have made important contributions to the assessment and quality improvement movements.

AN INVITATION TO PARTICIPATE

Details about these programs will follow as plans progress.

How, then, can you get involved in AAHE's 25th Anniversary celebration? You can send us your ideas. You can attend as many of these occasions as is possible. You can encourage your colleagues to join AAHE. You can bring or sponsor a colleague to attend the 1994 National Conference.

But there's more. You can also regard AAHE's 25th Anniversary as an occasion for initiating activities in your own setting that revive the ideals of academic citizenship we so urgently need. If AAHE can help, let us know. ■

AAHE NEWS

Board of Directors

Board Election Results

AAHE is pleased to announce the results of the 1993 Board of Directors election. Each new member serves a four-year term, which began on July 1.

Natalicio

Diana Natalicio is AAHE's new vice chair. Natalicio is president of the University of Texas at El Paso and serves on numerous other boards, including the Texas Committee on the Humanities and the Council for Aid to Education. She will serve successive one-year terms as vice chair, chair-elect, chair (1995-1996), and past chair.

Light

Board Position #2 went to **Richard J. Light,** professor of education and public policy and director, Harvard Assessment Seminars, Harvard University.

Matthews

Roberta S. Matthews, associate dean for academic affairs and professor of English, F.H. LaGuardia Community College, City University of New York, was elected to Board Position #3.

Another four new members joined the Board by appointment. They are **Gregory R. Anrig,** of the Educational Testing Service; **Kenneth C. Fischer,** of the University of Michigan; **Charles J. McClain,** of the Coordinating Board for Higher Education, State of Missouri; and **Steven A. Minter,** of the Cleveland Foundation.

Technology Projects

New Staff Member, New Initiatives

AAHE welcomes **Steven W. Gilbert,** who has joined the Association as director, Technology Projects. Gilbert comes to AAHE from EDUCOM, a consortium of more than 500 college- and university-based computer centers. As vice president, he worked to establish collaborative programs among higher education, nonprofit organizations, and private industry in the area of information technology; among these initiatives were the Computer Literacy Project, the Educational Uses of Information Technology (EUIT) Program, and the Corporate Associates Program. Gilbert also has worked as a teacher and school administrator.

During the coming months, AAHE's technology initiative will aim to (1) form a Technology Action Community; (2) use information technology to advance AAHE's goals and operations; (3) develop strategic alliances with other associations, disciplinary societies, and industries; and (4) create new projects that establish more formal and effective lines of communication between experts in information technology and teaching and learning.

AAHE invites members to participate in the development of the technology projects, and Gilbert has established a "LISTSERV" for Internet/BITNET users. To subscribe and receive all updates, send the following Internet message: SUBSCRIBE AAHESGIT YOUR-FIRSTNAME YOURLASTNAME to LISTSERV@GWUVM.GWU.EDU. From BITNET, issue the command TELL LISTSERV AT GWUVM SUB AAHESGIT YOURFIRSTNAME YOURLASTNAME.

For additional information, contact Steven W. Gilbert, Director, Technology Projects, at AAHE; Internet: AAHESG @GWUVM.GWU.EDU; BITNET: AAHESG@GWUVM.

Forum on Faculty Roles & Rewards, The Education Trust

Conferences

AAHE will hold its Fourth National Conference on School/College Collaboration *December 5-8, 1993,* in *Pittsburgh, PA.* All

(cont. on back page)

AAHE in Action

AAHE Academic Quality Consortium Meeting. Washington, DC. *September 17-18, 1993.*

AAHE Board of Directors Meeting. Washington, DC. *September 23-24, 1993.*

Forum on Faculty Roles & Rewards Regional Meeting. Cosponsored by the New England Resource Center for Higher Education. Durham, NH. *October 15-16, 1993.*

1993 School/College Collaboration Conference. Pittsburgh, PA. *December 5-8, 1993.*
- **Discount Hotel Rate Deadline.** *November 3, 1993.*
- **Team Registration Deadline.** *November 8, 1993.*
- **Early Registration Deadline.** Registration increases $20. *November 15, 1993.*
- **Registration Refund Deadline.** Requests must be in writing and postmarked/faxed by deadline. *November 15, 1993.*

1994 Forum on Faculty Roles & Rewards Conference. New Orleans, LA. *January 28-30, 1994.*
- **Proposal Deadline.** *September 17, 1993.*

1994 National Conference on Higher Education. Chicago, IL. *March 23-26, 1994.*
- **Proposal Deadline.** *October 22, 1993.*

1994 AAHE Assessment/CQI Conference. Washington, DC. *June 12-15, 1994.*

Bulletin Board

by Ted Marchese

Welcome back — hope summer brought some rest — for news of AAHE members (names in **bold**) doing interesting things, plus items of note. Let me know what you're doing . . . this is your column!

PEOPLE: As usual, lots of notable summer moves by AAHE members . . . **Kenneth Perrin,** after a two-year stint (and yeoman's effort!) at the Council on Postsecondary Accreditation, heads off for the chancellorship at the University of Hawaii at Hilo . . . another admired association head, **Richard Rosser** of NAICU, retired this summer, succeeded by **David Warren** of Ohio Wesleyan . . . at CUNY, **Elsa Nunez-Wormack** steps in as vice chancellor for student affairs and dean of undergraduate studies, **Yolanda Moses** as president of City College . . . also in NYC, Polytechnic University names **Robert Maciag** senior VP for finance and administration. . . . Among the new VPs for academic affairs, my best to **Patricia Cormier** at Winthrop (Patty is a past AAHE Women's Caucus chair), **Dan Fallon** at Maryland (College Park), **Lorna Duphiney Edmundson** at Colby-Sawyer, and **Mary Burger** at the Harrisburg offices of the Pennsylvania state system. . . . **Peter Dual** leaves his deanship at San Diego State to become Hahnemann University's first provost . . . Washington U. names **Justin Carroll** dean of student affairs. . . . And AAHE associate **Parker Palmer** is off to Berea as a visiting professor this year, there (among other things) to lead senior seminars on "life after college."

Edmundson

Dual

Carroll

CAMPUS TRENDS: This is the tenth consecutive year that **Elaine El-Khawas** of the American Council on Education has done her valuable "Campus Trends" survey. . . . I spent an evening perusing this summer's report and found lots of interesting data . . . two thirds of public institutions had no real increase in their budgets last year, mid-year rescissions are common, one in four colleges has a retrenchment program in effect, and enrollment gain is concentrated in the community college sector . . . one third of all colleges now have teaching and learning centers — half of them founded in the past five years . . . a landmark report is that fully 97% of institutions are now doing outcomes assessment (43% do so "extensively") . . . finally, one amazing report, considering that the answer two years ago would have been "none," has seven in ten institutions claiming they're into TQM (10% extensively) . . . no wonder 1,300 of us showed up in June for AAHE's Assessment/CQI conference in Chicago.

MORE PEOPLE: **Ernest Boyer's** *Scholarship Reconsidered* got the whole "faculty roles and rewards" movement started, with the main node of that effort now located at AAHE in a FIPSE-supported "Forum" . . . its director, **Clara Lovett,** tells me that Ernie is at work on a follow-up, *Scholarship Assessed*, the topic also of his major address at the Forum's national convening January 28-30 in New Orleans. . . . My friend and *Change* coeditor **Kate Stimpson** leaves Rutgers at year's end to head the MacArthur Fellows Program in Chicago . . . a recent recipient of one of those "genius awards," Miami-Dade's **Robert McCabe,** is using the funds to write a book in preparation for a national campaign on behalf of enlarged roles for community colleges. . . . Education Commission of the States VP **Kay McClenney,** attempting "to improve the alignment between the public interest and the work of our colleges and universities," taps SHEEO's **Charlie Lenth** to direct an ECS higher-ed unit. . . . Michigan's **Constance Cook** leaves the president's office this fall to assume leadership of the U of M's Center for Research on Learning and Teaching. . . . I've recommended to Connie, and here to all of you looking for fresh ways to deepen faculty conversations, **Pat Hutchings's** *Using Cases to Improve College Teaching: A Guide to More Reflective Practice*, new from AAHE, $15 for members. . . . I'm a big fan of the case discussion, saw it work beautifully at our Teaching Initiative's four-day confab for faculty at Mills College last July. . . . I've also come across a new casebook for administrators, *Complexities of Higher Education Administration*, coedited by SIU's **Mary Lou Higgerson** (Anker; $31.95) . . . seems a good bet for staff development or a next retreat.

AT AAHE: As you read this, we'll have had our own staff retreat, late in August with our counterparts at the Association of American Colleges . . . at AAC this fall, president **Paula Brownlee** and VP **Carol Schneider** are busy launching the "American Commitments" project, a $1.1 million, Ford-funded effort to assess diversity's impacts on higher education and liberal learning. . . . Here in the office, we seem to be on a technology kick, with a voice mail system installed in August, a new "papers by fax" service due next month, and lots of exploration about connecting with members on the Internet . . . stay tuned! ■

(cont. from page 14)

AAHE members should receive a Conference Preliminary Program by the end of September. If you have not received a copy by that date, call/fax AAHE to be sent one. For more information, contact Carol Stoel, conference director, at AAHE.

AAHE's Second Conference on Faculty Roles & Rewards is scheduled for *January 28-30, 1994*, in *New Orleans, LA*. Session proposals are being accepted until *September 17, 1993*; registration materials will be forthcoming. For more information, contact Clara M. Lovett, director, or Kris Sorchy, project assistant, AAHE Forum on Faculty Roles & Rewards, at AAHE, or see the Forum's Call for Proposals in the June *Bulletin*.

Community Service and Learning

AAHE is cosponsoring a teleconference by the National Association of Student Personnel Administrators (NASPA) entitled "Building Partnerships for Community Service and Learning." The conference will be carried live via satellite from Washington, DC, on Wednesday, *November 17, 1993*, at 1:30-3:30 PM, EST.

Registration for NASPA institutional members and National University Teleconference Network (NUTN) members is $495 (including taping rights). Nonmembers may register for $625. After *October 15, 1993*, an additional $100 fee will be charged. For more information, contact NUTN, Oklahoma State University, 210 Public Information Building, Stillwater, OK 74078-0653; ph. 405/744-5191, fax 405/744-6886.

Arts and Humanities

The National Cultural Alliance (NCA), a coalition of forty-five national arts and humanities organizations, was formed in September 1990 to promote greater public awareness of the arts and humanities.

This fall, with support from the Advertising Council, the NCA will launch a multiyear $25 million television, radio, and print advertising campaign to encourage Americans to participate in local cultural activities. The ads will invite people to call an 800 number to learn about programs in their communities; steering committees for each state are developing information packets for distribution. The campaign will officially begin in October, which has been designated as "National Arts and Humanities Month."

AAHE has agreed to help NCA enlist higher education's support in that effort. If you would like to include information about cultural activities on your campus in the packet of materials for your state, or if you would like to join the NCA steering committee for your state, contact Cynthia Schaal, Field Coordinator, National Cultural Alliance, 1225 Eye Street NW, Suite 200, Washington, DC 20005; ph. 202/289-8286. ■

AMERICAN ASSOCIATION FOR HIGHER EDUCATION

AAHE members receive free the *AAHE Bulletin* (ten issues/year) and *Change* magazine (six issues/year); discounts on conference registration and publications; special rates on selected non-AAHE subscriptions; Hertz car rental discounts; and more. To join, complete this form and send it to AAHE, One Dupont Circle, Suite 360, Washington, DC 20036-1110.

MEMBERSHIP (Choose one)
Regular: ☐ 1 yr, $80 ☐ 2 yrs, $155 ☐ 3 yrs, $230
Retired: ☐ 1 yr, $45 Student: ☐ 1 yr, $45
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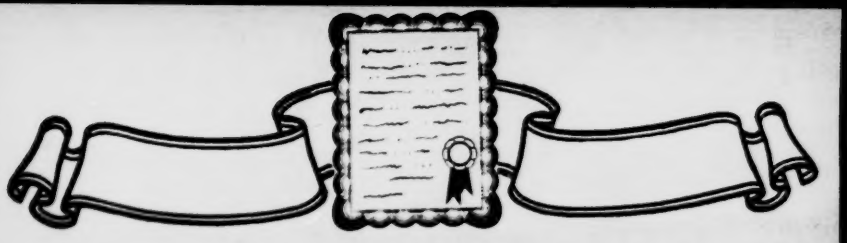
CERTIFYING TEACHING EXCELLENCE



An Alternative Paradigm to the Teaching Award

by Hoke L. Smith and Barbara E. Walvoord

HOW CAMPUSES EVALUATE PROFESSORS

1983 v. 1993

by Peter Seldin

WHAT'S AN ASSESSMENT CONFERENCE WITHOUT SOME ASSESSMENT OF ITS OWN?

by Karl Schilling

SCHOOL/COLLEGE COLLABORATION CONFERENCE

AAHE NEWS

BULLETIN BOARD
by Ted Marchese

BOOKS ON TEACHING

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In this issue:

However necessary change might be, making it happen is seldom easy. The promise and the pitfalls of challenging the status quo is the topic of this month's lead article, and of AAHE's newest publication, which makes its debut on the back cover.

In "Certifying Teaching Excellence," beginning on the next page, Hoke Smith and Barbara Walvoord propose a major change in the way higher education recognizes and rewards excellence in teaching. Replacing the traditional "award" paradigm with a program of "certification," they argue, would pay off in enhanced marketability and motivation for teaching.

Fostering improvement — especially around issues of undergraduate teaching — is at the core of AAHE's mission. Like the proposal put forward in "Certifying Teaching Excellence," AAHE's Teaching Initiative aims to make teaching a more public, recognized, and rewarded aspect of faculty work. Toward that end, the special project has helped develop tools that can promote such a shift: the "teaching portfolio" (noted by Smith and Walvoord) and "cases" designed to prompt faculty discussion of effective pedagogy.

Books from AAHE's Teaching Initiative on both those tools are available: ***The Teaching Portfolio: Capturing the Scholarship in Teaching*** (AAHE members $10.95/nonmembers $12.95); ***Campus Use of the Teaching Portfolio: 25 Profiles*** ($13/$15); and ***Using Cases to Improve College Teaching: A Guide to More Reflective Practice*** ($15/$17). See the back cover for ordering instructions.

On the topic of useful resources, AAHE is pleased to announce publication of ***A Teaching Doctorate? The Doctor of Arts Degree, Then and Now***, by Judith Glazer. When first proposed in the 1960s, the D.A. was intended to challenge the hegemony of the research Ph.D. as the appropriate preparation for faculty. Glazer's account of the degree's evolution offers a useful case study of the change process in higher education. **—BP**

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CERTIFYING TEACHING EXCELLENCE

An Alternative Paradigm to the Teaching Award

by
Hoke L. Smith
and
Barbara E. Walvoord

When the Hope College alumni magazine reached our mailbox one month in a recent year, it was full of the good news — faculty member Harvey Blankespoor had won the prestigious national CASE award for excellence in teaching. At last the institution had some external recognition for what it (and every other college in the nation) had been saying about itself all along — "We're an excellent teaching institution for undergraduates." And Hope made the most of the opportunity, featuring Blankespoor in that issue and mentioning him in several subsequent issues. The jubilant tone and the number of pages devoted to the honor were eloquent testimony to the value the college placed upon that external recognition of teaching excellence.

It got us thinking, though, about the awards for teaching excellence that are becoming common, both on individual campuses and nationally (70 percent of campuses now have them, according to the American Council on Education's 1993 *Campus Trends* report). But though award recipients might be highly deserving and though awards are a step in the right direction, we want to argue here that the "award" paradigm is ineffective in bringing widespread change to undergraduate teaching. Instead, we would recommend a shift to what we call the "certificate" paradigm. By "certificate," we do not mean licensure that every practitioner must have, but a special recognition of excellence, akin to "board certification" for M.D.'s.

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A CERTIFICATE PARADIGM

An "award," in our definition, is granted to one or only a few winners, based on judges' selection from a competitive pool. The "certificate of excellence," on the other hand, is not competitive but is given to all who meet certain explicit criteria that demonstrate excellence.

Awards do call attention to good teaching, but they do not change the reward system for promotion and tenure that

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affects every faculty member. That reward system is heavily influenced by the marketability of faculty skills. There is a market mechanism for research based on publication. There is no such market for good teaching. An award cannot become a marketable commodity because it is given to so few that it remains a little-known "extra" — nice to have, but not something that every faculty search committee will look for and every prospective parent will ask about.

The importance of addressing the market issue is obvious to observers both in major research institutions and in so-called "teaching institutions." As Harvard's distinguished paleontologist Stephen Jay Gould acknowledges in *How Professors Play the Cat Guarding the Cream*, by Richard Huber (George Mason University, 1992):

> To be perfectly honest, though lip service is given to teaching, I have never seriously heard teaching considered in any meeting for promotion. . . . Writing is the currency of prestige and promotion.

At Vassar College, Barbara Page, chair of the English Department, points out that,

> Vassar is an undergraduate college with a long tradition of strong teaching, and its criteria for promotion and for salary improvement stress the importance of teaching, yet faculty members stubbornly insist that the system rewards publication, above all. This attitude exasperates the dean, who argues with good reason that the college *does* recognize excellence in teaching. The problem, I think, lies in the ethos of faculty members; peer judgment in our profession attaches greater prestige to scholarly recognition than to teaching, not only because a national reputation as a scholar is gratifying, but also because *one can market oneself as a scholar but not as a teacher* (italics ours; "Evaluating, Improving, and Rewarding Teaching: A Case for Collaboration," Spring 1992 *ADE Bulletin*).

Awards don't change this basic market situation.

But a certificate earned by, say, 20 to 50 percent of all faculty would have a chance of becoming a widely recognized "currency" that every institution wanted in order to impress its prospective donors and students. Imagine what would happen if a college could say, "*X* percent of our faculty have achieved certificates of excellence in teaching." Imagine how Hope College would work for and value that kind of recognition. Imagine then how the state's large research universities, which depend upon attracting large numbers of undergraduates, would strive to match the performance of the small colleges, with everyone's performance now documentable by more than the rare individual award-winning teacher and the college catalog picture of student and professor under a tree.

To the average professor, the existence of the unachievable provides little motivation for day-by-day improvement. But a "certificate," unlike an award, could be earned by enough individuals, with sufficiently explicit and public criteria, that many faculty could hope to achieve it if they worked very hard.

As institutions began to advertise their rates of certification, the certificate would become recognizable to the public. Prospective donors, students, and their parents habitually might ask, "What percentage of your faculty have a certificate for excellence in teaching?" In such an environment, the market value of a certified teacher would rise. Search committees would routinely ask, "Are you certified for excellence in teaching?" Now the average faculty member would have something achievable to work for, and the outstanding teachers who came in tenth or thirtieth in the nation, behind Harvey Blankespoor, would have recognition and market value.

One of higher education's recurrent concerns has been improving its preparation of graduate students for teaching. Efforts such as the Doctor of Arts in Teaching have had very limited success. If there were a certification level for graduate students, then universities, to make their graduate students marketable, would be strongly motivated to help their students achieve that certification.

Not only could certificates improve the marketability of teaching skills. They also could motivate the "great middle" of faculty. Awards are based upon judges' selection of only one or a few winners from among a highly qualified, competitive pool. Thus, final selection for the award is likely to be viewed by faculty as something of a crap shoot, influenced, in the end, by luck, biases, or minuscule differences among the contenders. And to the average professor, the existence of the unachievable provides little motivation for day-by-day improvement. But a "certificate," unlike an award, could be earned by enough individuals, with sufficiently explicit and public criteria, that many faculty could hope to achieve it if they worked very hard.

In short, the difference between the award paradigm and the certificate paradigm is the difference between a fireplace — which though showy, even cozy, doesn't raise the temperature — and a furnace. We believe the certification model has the power to change the temperature, by creating a form of recognition that has market value and can motivate that "great middle."

CRUCIAL QUESTIONS

Three crucial questions must be answered, however: How are we going to measure excellence in teaching? How are we going to assure fairness in such a high-stakes game? and Won't this pow-

erful system violate academic freedom?

Method. The answer to the first question is that there is not now, nor ever will be, a set of absolutely accurate and reliable methods to measure teaching. It's too complex. But we have to either measure teaching or live with a system where it remains unrewarded. So we must gather a panel of the best people we have — faculty, administrators, experts in relevant fields — establish the fairest and most accurate criteria we have, and then go ahead. And we do have some criteria. The work of Alexander Astin, Ernest Pascarella and Patrick Terenzini, and others suggests criteria. Characteristics of "good" teaching, based on available research, have already been named, for example in the "Seven Principles for Good Practice." Recent work on compiling and evaluating teaching portfolios will be helpful, too. (See box.)

We will have much to learn, as well, from the National Board for Professional Teaching Standards, which is working toward voluntary certification for teachers of K-12. Moreover, a certification program will spur dialogue and attract financing for further research on the characteristics of good teaching and ways to measure them responsibly.

In short, we have enough research on teaching excellence to begin articulating criteria for certification, and by starting we'll get more research.

Fairness. The question of fairness can be answered by several measures. First, the certification paradigm calls for criteria that are more specific and explicit than in the award paradigm, which often depends on the decisions of judges among competing applications. The more careful and explicit the criteria and procedures, the less room there is for favoritism and politics. Second, established methods have been used in many fields to help ensure fairness in human judgments — having multiple raters, making procedures public, and providing mechanisms for appeal and review. They're not foolproof, given human nature, but, again, our choices are to make teaching excellence a demonstrable, marketable, high-stakes achievement or to have it remain forever unmarketable and peripheral.

Academic freedom. On the third question, we are proposing a peer-reviewed system that is similar to that employed in evaluating research. The effect on academic freedom should be approximately the same for both teaching and research. In fact, the teaching certificate might act as a protection for teachers because it brings external judgments by a group of peers to bear on what otherwise might be a very limited, local, biased judgment of teaching. We must, however, ensure that those who establish the criteria and procedures distinguish carefully between rewarding a teacher's ability to teach well and, on the other hand, protecting a teacher's academic freedom to teach unpopular ideas. But we believe that such distinctions can be made. Academic freedom does not preclude rewarding excellence, so long as excellence is judged by criteria and procedures that have been established by one's faculty peers and tested by careful research.

AGAINST WHAT CRITERIA?

What might criteria look like? We envision a combination of factors. Student evaluations on some nationally normed instrument might be one factor. We like instruments, such as IDEA, that are flexible, allowing faculty to be judged upon their own chosen course goals. Student evaluations might be counted as a factor or they might serve as a "floor" — that is, you are not a viable candidate for certification unless you are in at least the 60th percentile on student ratings for your type of class. In other words, you might be ever so wonderful a teacher, but you also have to convince your students that you are if not wonderful at least good. A substantial body of research indicates that students judge teachers not on the basis of how easy the course is but on qualities such as enthusiasm, organization, clarity, and helpfulness — important qualities by anyone's standards, we believe.

Other criteria can be developed from research about teaching strategies that enhance student learning. For example, having students frequently express their ideas in writing or other forms, providing frequent feedback to students, having students work collaboratively, and guiding students' learning processes are all factors that appear in the research literature and on which teachers might be asked to submit evidence.

To allow for differences in teaching styles and subject areas, teachers might choose from among criteria and types of evidence, much as they do in the IDEA student evaluation forms. So a lecturer would be judged differently from a teacher who used class discussion as the prominent mode of instruction; a science teacher with laboratories might have somewhat different criteria than a philosophy instructor.

Direct evidence of student outcomes is another possible factor, easier because such evidence is being developed in many colleges these days as part of assessment projects. Since student "involvement" appears to be a key factor in learning (see the work of Alexander Astin), teachers might submit evidence of their students' involvement. Student scores on external exams or their performance in subsequent courses in a sequence might be used as indicators. The value of such evidence in gaining certification would give faculty additional motivation to try to collect valid data on what their students were learning as a result of the courses they taught.

NEXT STEPS

We believe that a national certification board could be established, building on what has been learned by organizations such as CASE, which have built a pool

(continued on page 12)

Results from a survey of liberal arts campuses.

HOW COLLEGES EVALUATE PROFESSORS
1983 v. 1993

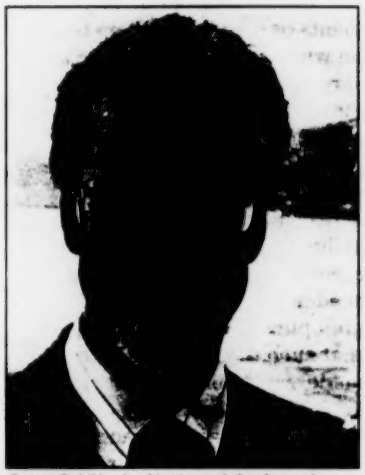
by Peter Seldin

Years ago, the process of faculty evaluation carried few or none of the sudden-death implications that characterize contemporary evaluation practices. But now, as the few to be chosen for promotion and tenure become fewer, and faculty mobility decreases, the decision to promote or grant tenure (or not) can have a stunning impact on a professor's career. Administrators, for their part, are under growing pressure to make fiscally sound decisions in the face of higher operating costs, fund shortages, and bold competition from giant corporations, some of which are moving aggressively into higher education. These conflicting pressures have prompted college professors to question their institution's evaluation criteria and academic deans to reexamine the validity and legality of their personnel decisions.

METHODOLOGY

In that context, in early 1993 a survey of faculty evaluation policies and practices was undertaken. Questionnaires were sent to the academic deans in all of the accredited, four-year, undergraduate, liberal arts colleges listed in the *Higher Education Directory*. (University-related liberal arts colleges were excluded to make the population more manageable.)

Of 658 deans surveyed, 501 (76%) responded — an unusually high response rate. Many of the deans added their comments and attached committee reports and sample evaluation forms used at their college. All this material was read carefully, and the impressions thus gained are included here.



Peter Seldin is distinguished professor of management at Pace University, Pleasantville, NY 10570.

The survey also sought to uncover changes in institutional policies and practices since 1983, when a similar survey was conducted (see the March 1989 *AAHE Bulletin*). The base data for both surveys are identical. Although some institutions had since been accredited and others had closed or merged, the effect of the few differences was negligible.

RESULTS

The survey (and its 1983 counterpart) was designed to gather information on the policies and procedures that guide institutions in evaluating faculty performance for decisions on retention, promotion in rank, and tenure. Reported here are the most significant findings, those on changes in the evaluation of *overall* faculty performance and *classroom teaching* performance.

When Evaluating Overall Performance

When considering a professor for promotion, tenure, or retention, institutions select and weigh a wide range of factors. The questionnaire listed thirteen criteria for consideration by the deans, and they were asked to rate each criterion as a "major factor," "minor factor," "not a factor," or "not applicable." **Table 1** summarizes the relative importance of those criteria as "major factors" in 1983 and 1993.

Examining the data reveals scant change in ten years. In fact, of the thirteen criteria, only the importance of two — student advising and personal attributes — changed by as much as 3 percent.

Classroom teaching continues to be by far the most often reported "major factor" in evaluating *overall* faculty performance. Many deans also give high regard to the other traditional measures of academic repute — research, publication, and activity in professional societies.

The high visibility of published research and professional society membership clearly is a by-product of the economic stress

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being experienced by many colleges. As an Illinois dean said, "Our budget comes directly from the state legislature. They want scholarship with high visibility. So our faculty must publish, publish, publish." A New Jersey dean wrote, "The only way our college can stay in the public eye is if our professors do research, publish journal articles, and present papers at professional meetings." The latter remark lends credence to the oft-repeated observation that professors are paid to teach but are rewarded for their research and publication.

The importance of "staying in the public eye" probably is reflected also in the consideration given by some deans to public service by faculty members. At the same time, deans seem to expect faculty to involve themselves in on-campus activities such as committee work and student advising. The emphasis on campus committee work seems to reflect a trend of decentralization and broader sharing of the institution's non-teaching load. In their emphasis on student advising, colleges seem to recognize its value as an outreach effort to keep students content and in school.

Length of service in rank still merits major importance in a professor's overall evaluation at about half the colleges surveyed. Colleges relying on this factor presumably would argue that a positive correlation exists between the number of years in rank and the faculty member's overall contribution to the college. That argument is open to challenge by younger faculty with fewer years of service but rapidly expanding reputations.

Personal attributes, a conveniently elusive criterion used for years by some deans and department chairs to ease targeted faculty out of a job or to deny them promotion or tenure, has declined significantly in importance. This suggests that fewer faculty are being punished today for having the "wrong" personality or practicing the "wrong" politics. A Texas dean wrote, "'Fitting in' today means doing your fair share of teaching and research and doing it effectively. It's no big deal if a professor is from a different mold." A California dean agreed, "Diversity is the name of the game today."

T-test results. To assess change since 1983 in the overall importance deans give these various criteria in evaluating faculty performance, t-tests of differences in mean scores were performed.

First, each of the four possible responses to the criteria was assigned a numerical weight: "major factor"-1, "minor factor"-2, "not a factor"-3, and "not applicable"-3. Next, to determine the mean score of each criterion, its weights were added and that sum was divided by the number of deans reporting. The resulting value was that criterion's overall importance. This ranking process, used by the American Council on Education in an earlier study, simplifies the identification of important factors.

As can be seen in **Table 2,** the mean scores of only two criteria changed significantly over the ten years: personal attributes and supervision of graduate study. Each had a significantly higher mean score in 1993 compared with 1983, indicating a decline in overall importance.

When Evaluating Teaching Performance

Liberal arts institutions have long taken pride in the high caliber of teaching offered by their faculties, a fact supported by the deans' almost unanimous citing of classroom teaching as a "major factor" in evaluating *overall* faculty performance. But how is that

Table 1. Percentage of liberal arts colleges that consider each criterion a "major factor" in evaluating *overall* faculty performance.

Criterion[a]	1983 (N=616)	1993 (N=501)
Classroom teaching	98.7 (1)[b]	98.7
Student advising	61.7 (2)	58.6
Campus committee work	52.6 (3)	53.4
Length of service in rank	46.8 (4)	46.2
Research	33.4 (5)	33.8
Publication	29.2 (6)	29.1
Activity in professional societies	24.5 (8)	23.0
Personal attributes	28.6 (7)	21.9
Public service	17.4 (9)	19.3
Supervision of graduate study	3.7 (10)	2.8
Competing job offers	1.8 (13)	2.4
Consultation (govt., business)	2.4 (11)	2.4
Supervision of honors program	1.9 (12)	1.7

a. In descending order by 1993 scores. b. Rank in 1983.

Table 2. T-tests of differences in mean scores of criteria considered in liberal arts colleges in evaluating *overall* faculty performance.

Criterion[a]	1983 (N=616)	1993 (N=501)	t
Classroom teaching	1.01 (1)[b]	1.00	1.77
Student advising	1.40 (2)	1.41	-0.52
Campus committee work	1.49 (3)	1.46	0.62
Length of service in rank	1.63 (4)	1.64	-0.30
Research	1.71 (5)	1.71	0.05
Publication	1.76 (6)	1.75	0.30
Activity in professional societies	1.80 (7)	1.80	0.10
Public service	1.92 (9)	1.88	1.12
Personal attributes	1.86 (8)	2.01	-3.35**
Supervision of graduate study	2.14 (10)	2.31	-2.31*
Supervision of honors program	2.36 (13)	2.32	0.84
Consultation (govt., business)	2.36 (12)	2.38	-0.48
Competing job offers	2.72 (11)	2.76	-1.37

Note: Test was a t-test for differences in independent proportions.
a. In descending order by 1993 scores. b. Rank in 1983.
* Significant at a 0.05 level of confidence. ** Significant at a 0.01 level of confidence.

teaching itself assessed?

The survey asked the deans to indicate the frequency with which the fifteen sources of information were used to evaluate teaching performance. The deans had four possible responses, and a numerical weight was assigned to each response: "always used"-1, "usually used"-2, "seldom used"-3, and "never used"-3. **Table 3** presents the survey results for both 1983 and 1993.

It is evident that some significant changes are occurring in the ways liberal arts colleges evaluate teaching performance. Over the ten-year period, six of the sources changed in frequency by at least 5 percent; more significantly, all but one of those (dean evaluation) is used *more* widely today. It would seem that the information-gathering process is becoming more structured and systematic, and that many colleges are reexamining and diversifying their approach to evaluating classroom teaching.

The predominate sources of information continue to be ratings by students, the department chair, and the academic dean. However, their relative importance has shifted considerably since 1983.

Student ratings have become the most widely used source of information to assess teaching. A dean in California wrote, "No doubt, students are the most accurate judge of teaching effectiveness." Remarked a dean in Massachusetts, "I would not want to promote or tenure a faculty member without giving student views top priority." Although student ratings are enjoying unprecedented popularity, some dissenters disparage them. Said a dean in North Carolina, "Student ratings have led directly to grade inflation."

Since evaluations from chairs and deans continue to have a major impact, one might ask how sound are the judgments of those chairs and deans? What method do they use? These are questions with no easy answers. In defense, some cite the analogy of clinical medicine, where experienced physicians can make correct diagnoses from obscure symptoms but would be at a loss to explain how they do so.

What "symptoms," then, do administrators look for? Beyond student ratings, they rely to varying degrees on the other criteria listed in Table 3. Interestingly, significantly fewer deans consider research/publication a major factor, suggesting a growing skepticism that a professor's record of scholarly research/publication provides a reliable indicator of teaching competency.

T-test results. The shifts in emphasis over the ten-year period are highlighted by the results of t-tests of differences in mean scores of the sources of information, as shown in **Table 4.** (See above for the t-test methodology used.)

The overall importance of seven sources of information showed statistically significant changes since 1983. Five increased in importance (student ratings, classroom visits, course syllabi/exams, alumni opinions, and self-evaluation/report), and two decreased in importance (dean evaluation and scholarly research/publication).

The increased overall importance of classroom visits to the evaluation of teaching performance served to intensify the conflict over the value of such

(continued on page 12)

Table 3. Percentage of liberal arts colleges that "always used" the source of information in evaluating faculty *teaching* performance.

Information source[a]	1983 (N=616)	1993 (N=501)
Systematic student ratings	67.5 (3)[b]	85.7
Evaluation by department chair	81.3 (1)	78.7
Evaluation by dean	75.0 (2)	67.9
Self-evaluation or report	41.9 (6)	56.0
Committee evaluation	46.1 (4)	48.6
Colleagues' opinions	43.3 (5)	48.6
Classroom visits	19.8 (9)	33.4
Course syllabi and exams	20.1 (8)	29.1
Scholarly research/publication	27.3 (7)	23.9
Informal student opinions	11.5 (10)	13.9
Alumni opinions	3.9 (12)	8.7
Long-term follow-up of students	3.4 (14)	6.1
Grade distribution	4.5 (11)	4.6
Student examination performance	3.6 (13)	3.0
Enrollment in elective courses	1.1 (15)	2.2

a. In descending order by 1993 scores. b. Rank in 1983.

Table 4. T-tests of differences in mean scores of sources of information used in evaluating faculty *teaching* performance.

Information source[a]	1983 (N=616)	1993 (N=501)	t
Systematic student ratings	1.44 (3)[b]	1.19	6.25**
Evaluation by department chair	1.26 (1)	1.30	-0.99
Evaluation by dean	1.36 (2)	1.51	-3.02**
Self-evaluation or report	1.96 (5)	1.65	5.19**
Committee evaluation	2.06 (6)	1.99	0.88
Colleagues' opinions	1.71 (4)	1.68	0.60
Classroom visits	2.42 (10)	2.05	6.76**
Course syllabi and exams	2.22 (7)	2.00	4.23**
Scholarly research/publication	2.23 (8)	2.37	-2.21*
Informal student opinions	2.41 (9)	2.41	-0.27
Alumni opinions	3.08 (13)	2.94	-2.88**
Long-term follow-up of students	3.15 (15)	3.04	2.03
Grade distribution	3.07 (12)	3.07	-0.04
Student examination performance	3.03 (11)	3.14	-2.24
Enrollment in elective courses	3.12 (14)	3.19	-1.46

Note: Test was a t-test for differences in independent proportions.
a. In descending order by 1993 scores. b. Rank in 1983.
* Significant at a 0.05 level of confidence. ** Significant at a 0.01 level of confidence.

AAHE's Fourth National Conference on School/College Collaboration

reimagining

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December 5-8, 1993
Pittsburgh Hilton & Towers
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CORNEL WEST, author of *Race Matters*, on the role of race and the power of building strong communities.

SHARON [illegible] Anacostia Education Collaborative, Washington, D.C., on the necessary relationship between school and community strategies to build teacher expertise.

ERNESTO CORTES, Director, Industrial Areas Foundation, Southwest, on how community involvement can accelerate [illegible]

In recent years, a great deal of energy has been poured into the development of standards and curriculum frameworks. Some education reformers think that if they set the goals right and policies right, students will achieve at higher levels. But standards and assessments don't educate students, teachers do. And laws and regulations don't manage schools, principals do. Yet too little attention has been paid to this human side of reform in either K-12 or higher education.

Across the country, local K-12 and college educators are beginning to ask themselves how to remedy this. Here is an opportunity for your community to get out in front of the crowd by sending representatives—hopefully a "K-16 TEAM"—to Pittsburgh to:

Receive information about the development of content, performance and "opportunity to learn" standards.

Share key lessons learned from 20+ years of professional development partnerships, with a special emphasis on SCIENCE and LANGUAGE ARTS.

Hear the latest research on teacher networks, learning communities, and other professional development strategies.

Learn how to bring small partnerships up to scale and otherwise build a comprehensive, community-wide capacity-building strategy.

Call or fax AAHE for more information. AAHE members receive registration [illegible] teams. Ph: 202-293-6140. Fax: 202-293-[illegible]

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AAHE's Fourth National Conference on School/College Collaboration

reimagining

partnerships for professional and organizational development

December 5-8, 1993
Pittsburgh Hilton & Towers
Pittsburgh, PA

Please Post the Attached Flyer

REGISTER TODAY!

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Polls, portfolios, and prompts for feedback at AAHE's Assessment/CQI Conference.

WHAT'S AN ASSESSMENT CONFERENCE WITHOUT SOME ASSESSMENT OF ITS OWN?

by Karl Schilling

"What's a conference on assessment without some assessment of its own?" I asked myself last spring. Did AAHE's Assessment Conference's traditional "overall evaluation sheet" really capture the depth and breadth of information necessary for improvement? Wouldn't a more thorough and thoughtful approach to the assessment of the conference, consistent with the ideas underlying both assessment and CQI, be a model of the practice we were preaching? And so, drawing upon some of the assessment approaches that had been successful and useful in my own work with student outcomes assessment at Miami University, I set out to assess the 1993 AAHE Double Feature Conference on Assessment and Continuous Quality Improvement (CQI).

Where to begin? Among the nine Principles of Good Practice for Assessing Student Learning (see Note) were two particularly pertinent to our conference assessment efforts: the use of multiple measures and the provision of feedback in a useful form to participants. Accordingly, we designed the conference assessment to achieve both of those ends. Most of the assessments attempted were qualitative rather than quantitative, reflecting the move in most campus assessment work from quantitative instruments in the mid-1980s to qualitative approaches in the 1990s.

In my own campus assessment work, I believe that it is important to have a feel for who the students are coming in: their goals, previous experiences, values, attitudes, behaviors. To obtain such information, I have used the Cooperative Institutional Research Profile (CIRP), along with a free-writing exercise completed by the students during Summer Orientation that deals with their "hopes, dreams, fears, and expectations about coming to college."

To get a "feel" for the conference attendees, we printed a self-assessment instrument on the back of the conference registration form. From a couple of ranking items and sentence completions, we determined the registrants' reasons for attending, their previous experiences with assessment and CQI, and the goals they hoped to achieve at the conference. The information we collected on these forms was shared via a newsletter distributed at the conference's opening session.

Believing education to be a holistic experience, in our assessment project at Miami we collect a wide range of materials about students' lives both inside and outside the classroom.

Approaches we use include comprehensive portfolios, Classroom Research, time-use studies, free-writing, questionnaires (College Student Experiences Questionnaire), structured interviews, and standardized testing (ACT COMP, Academic Profile). These materials then are used to develop a descriptive picture of the students' interaction with the institution, i.e., the kind and amount

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of work they do; how their time is invested; the values, behaviors, and attitudes they have in college; the quality of their academic performance; and their own assessment of what has been particularly valuable in their development during college.

In our conference assessment, we wanted to capture as much of the holistic experience of the meeting as possible, realizing that the experience consists of more than just formal presentations. We wanted to explore not only how well people liked particular presenters and/or sessions but also how they experienced the conference both in and out of those sessions. This we assessed with a number of different methods, with varying success.

One-minute papers. This assessment was done through evaluation cards stitched into the conference program book, which participants were asked to tear out, complete, and drop in a basket in the back of the room at the end of each session. The cards contained a writing space for a "One-Minute Paper" to be assigned by the presenter, a modification of the classic Classroom Research approach. The cards also contained two Likert scales on the session itself and several open-ended sentence stems. The information on the cards provided useful feedback to individual presenters, as well as material for drawing some broader conclusions about the nature of effective conference presentations (see box). These comments, interestingly enough, look a lot like what students tell us are the most effective approaches for their learning.

Time-use study. Several attendees participated in a conference version of Miami's time-use study by wearing wristwatches scheduled to beep at random. When the wristwatches beeped, participants wrote down "where they were and what they were doing" and "what they were thinking." (If our sample was representative, AAHE's conference draws a very earnest and dedicated group, who didn't spend a lot of time outside the Palmer House during conference hours! Their thoughts also were very focused on the conference topics — except during meals, when they were savoring the many flavors of Chicago's cuisine.)

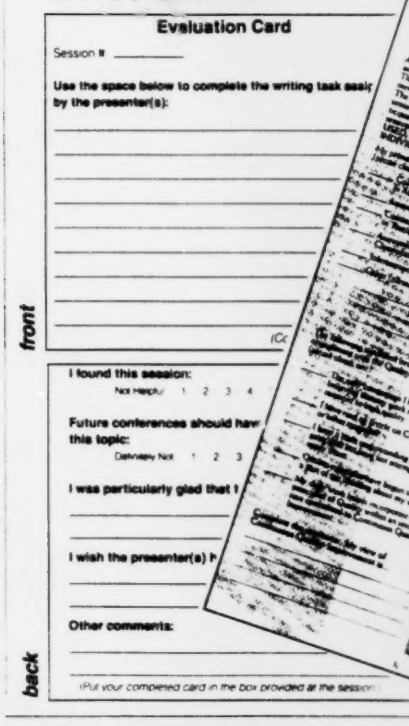
Portfolios. Another group of volunteers agreed to keep "portfolios," consisting of all the materials they collected at the conference, as well as their own notes and so on. This activity demonstrates a problem also common with campus assessment: motivation and follow-through. Many of the volunteers did not turn in their portfolios; of those who did, most turned in only handouts they picked up at sessions, not other materials such as session notes, materials from the display room, general Chicago materials, etc. As a result, the meaning of these conference portfolio materials was more difficult to interpret than that of student portfolios. Instead of reflecting the portfolio collector's effort, the conference versions reflected the sessions the volunteers attended.

Most of the assessments attempted were qualitative rather than quantitative, reflecting the move in most campus assessment work from quantitative instruments in the mid-1980s to qualitative approaches in the 1990s.

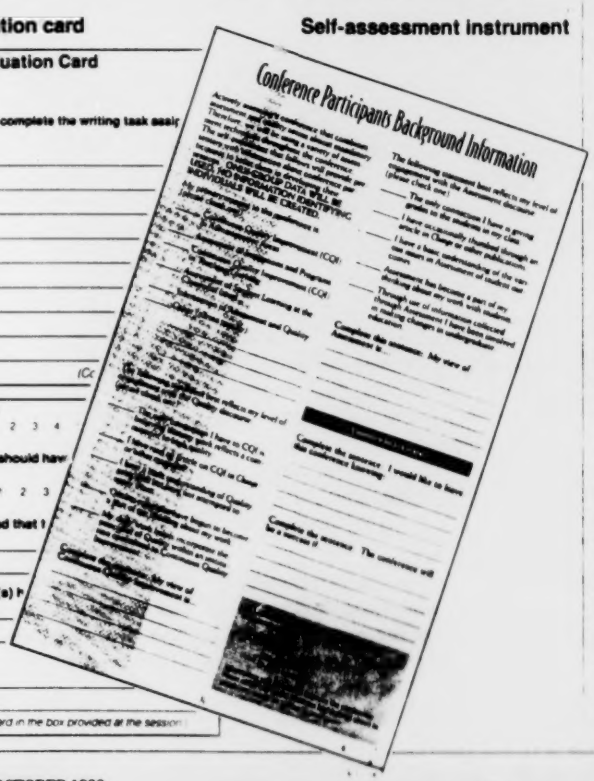
The portfolio project was probably insufficiently conceived in advance to answer the questions we were trying to answer: How do people use the conference sessions? Do they stay on a particular "track" or do they sample widely? But we did gain some ideas about how to make it more effective in the future. Next year, for example, we might ask volunteers to keep a session attendance log.

Exit interviews. Senior exit interviews and alumni surveys are other very useful tools for campus assessment programs. They allow students and alumni to share a broad overview of their four-year experience, with alumni having the added perspectives of time and work experience to aid in those reflections. At the conference, the overall evaluation

Session evaluation card


Evaluation Card
Session #
Use the space below to complete the writing task assig
by the presenter(s):
front
I found this session:
Not Helpful 1 2 3 4
Future conferences should hav
this topic:
Definitely Not 1 2 3
I was particularly glad that I
I wish the presenter(s) h
Other comments:
back
(Put your completed card in the box provided at the session)

Self-assessment instrument



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sheet served the senior exit interview role for us.

Alumni surveys. This fall, a sample of conference participants will be mailed an "alumni" survey to capture their reflections on the conference now that they have returned to campus: Will the ideas that seemed so interesting in June still be so intriguing? Will time have changed their evaluation of the worth of certain presentations or materials, particularly as they shared their enthusiasms back on campus?

Do Something With All That Data

The biggest challenge in campus assessment activity is what to do with all the material once you have collected it. On campus, I have used our assessment material to develop an orientation talk for the parents of incoming students, to show them what students actually do on campus, how they change over time, and what some of the developmental issues are that students face. Other Miami faculty use the student portfolios to explore the nature of the curriculum and determine whether assignments actually are moving students toward the goals we have outlined for our programs.

For the conference, we will be making a number of specific changes in protocol as a result of our assessment efforts. From the feedback written on the session cards — and my daughter's observation, made as she entered the ranking data, that people gave a particular session either a "5" ("loved it") or a "1" ("hated it") but rarely anything in between — we concluded that conference attendees, like students, can vary widely in their preferred learning styles. If a presentation catered to that preferred style, they loved the session; if the presentation conflicted, they hated it. Therefore, next year's program book will work to signal each session's planned presentation *style* (abstract/conceptual v. specific/pragmatic; beginner v. advanced; collaborative/participatory v. lecture; etc.), just as it now describes the planned topic and format.

Feedback from the overall evaluation forms spurred us to change the content of next year's program book in other ways, too, particularly to provide basic background information on all sessions. The plans here include soliciting from presenters brief annotated bibliographies, source indexes for all materials to be mentioned, and definitions of key names and terms. To accommodate these materials, we plan to go to a three-ring binder format, to contain a one-page sheet on each session.

Numerous other changes also are planned in response to the feedback we received. In conference amenities, for instance, we will make a greater effort to create conference social events to assist newcomers in meeting one another, and to assure that coffee is available *every* morning, among other improvements.

Because we used a Classroom Research model for part of our work, we also periodically gave the entire conference feedback from the assessment activity taking place via brief summary reports delivered at the beginning of plenary sessions. Interestingly, as the conference moved along, the session evaluations became more and more positive. Clearly, a number of different factors influence such a result, but it is not unreasonable to suppose that some of that improvement could be due to the information that was being shared about what participants found particularly effective or troublesome in sessions.

Observations From the Session Cards

More than 3,000 session evaluation cards were returned, evaluating dozens of different sessions.

Participants seemed to like:

- Highly interactive formats that featured clearly presented material of a scale appropriate for the time allotted.
- Honesty and candor from the presenters about the pitfalls and limits of their assessment approaches/efforts.
- The presenting of different perspectives from different institutions.
- Having their questions taken seriously and incorporated into the session agenda.
- Comprehensive handouts, particularly those containing the contents of any overheads being used.
- Presenters who focused on the *implications* of their findings.
- Session descriptions that matched what the presenters actually did in the session.
- A clear focus on students and student work in the presentations.
- Receiving brief bibliographies and information about specific instruments being used.
- Presentations that clearly described *results* and how they were used.
- Humor in the session, and a sense of perspective about one's work.
- Presentations of case studies and demonstrations of particular methods.
- Focused discussions in which contributions from the audience were constructively used.

Participants didn't like:

- "Dog and pony" show presentations; presentations that lacked a self-critical focus.
- What were perceived as sexist, racist, and homophobic comments by presenters.
- Presentations that focused only on *methods* instead of results.

The Next Conference

Assessing the conference did indeed share many similarities with the assessment of programs and student outcomes on campus. Problems with administrative details (determining how the evaluation cards would be collected and by whom, getting the session leaders to remember to give the writing assignment, motivating people to participate, etc.) were very similar to difficulties experienced in campus assessment work.

Low participation rates in several of the activities made it dif-

(continued on page 14)

Certificate, cont.

of expertise in managing national teaching awards. A blue-ribbon panel that had a majority of active faculty members could begin to establish criteria, sharing and debating widely in the academic community. Several institutions might pilot a certification program among their own faculty before national implementation.

National implementation, we believe, would require a supporting structure of faculty development. For example, regional workshops might help teachers to understand the criteria and to work toward improvement of their teaching. Such workshops can be virtually self-supporting and extremely cost efficient if they are held at regional sites where transportation costs are low, if they utilize facilities that are reasonably priced, and if each institution pays a "tuition" fee for every faculty member it sends. The Maryland Writing Project (in which both of us have been involved) and the University of Cincinnati (where one of us is a faculty-development workshop leader) have both run small, intensive, and very successful regional teaching-improvement workshops for area faculty from all disciplines, charging less than $200 per faculty member for two days of workshops.

In sum, we suggest that changing from an "award" paradigm to a "certificate" paradigm offers a much greater chance of long-term, genuine enhancement of undergraduate teaching. Our vision is that someday Hope College (and the University of Michigan, and Wayne State . . .) will be encouraging faculty to achieve national certification; seeking out new faculty who are certified; and bragging to students, parents, alumni, and donors about its percentage of certified teachers.

Harvey Blankespoor might still win a national award — the two paradigms are not mutually exclusive. But the teachers who came in second and fifty-fourth after Blankespoor, and the thousands of other faculty across the land who are or can be excellent teachers, will have the motivation to improve and a marketable symbol of their achievement.

Hope College then could fill even more pages of its alumni magazine — with articles about various of its certified teachers . . . its achievement of ever higher percentages of certified teachers . . . its efforts to help its faculty become certified . . . its collaboration with the University of Michigan to help graduate students gain well-mentored small-college teaching experience . . . its hosting of the Western Regional Workshop on Certification. . . . ■

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Evaluation, cont.

visits. In support, a dean in Kansas argues, "The only way to know how effectively professors teach is to see them in action." In opposition, a dean in Illinois says that "classroom visits are a waste of time."

Increasingly, teaching appraisals are deduced from a close scrutiny of course materials (syllabi, exams, handouts, reading lists, homework assignments) and student learning experiences: Are the instructional materials current, relevant, and suitable? What can be gleaned from the professor's tests and the performance of the students?

The trend toward wider and more structured information gathering is reflected in the growing popularity of self-assessment. Many academics — administrators and faculty alike — are convinced that self-evaluation provides useful insights into course and instructional objectives as well as classroom competency.

It is likely that many of the shifts from 1983 to 1993 in evaluative emphasis have been influenced by the burgeoning teaching portfolio movement. Portfolios — collections of documents and other materials that both highlight classroom teaching and suggest its scope and quality — get at the complexity as well as the individuality of teaching and are particularly appropriate for providing hard evidence of teaching effectiveness.

SUMMARY

During the past decade, the "algebra" of faculty evaluation has changed, with some factors being given more weight and others less. There is a movement to gather more direct evidence. On balance, the evaluation process has become more sophisticated, structured, and systematic. ■

Note

Peter Seldin is author of *The Teaching Portfolio: A Practical Guide to Improved Performance and Promotion/Tenure Decisions* (1991) and *Successful Use of Teaching Portfolios* (1993), both published by Anker Publishing (ph. 508/779-6190).

AAHE NEWS

AAHE Forum on Faculty Roles & Rewards

1994 Conference Speakers Announced

Make plans now to attend the second AAHE Conference on Faculty Roles & Rewards, scheduled for *January 28-30, 1994*, in *New Orleans, LA*. Among its many offerings will be:

- An opening address by **Ernest Boyer,** who is writing a sequel to his influential *Scholarship Reconsidered* report.

Boyer

- A plenary session led by MIT's **Donald Schön** on the work of British social scientist Nicholas Maxwell, who argues that universities should produce knowledge for the sake of *wisdom*, not just for its own sake.

Schön

- Other plenary sessions about teamwork in academic settings, the communication gap between campus leaders and external critics, the definition and peer evaluation of teaching and applied work, and the role of funding agencies in shaping faculty priorities.
- Workshops and consulting lunches for campus leaders seeking practical advice on issues of faculty evaluation, unit incentives and rewards, flexible reward systems, and other current topics.
- Breakfasts with campus teams.

The Forum encourages people from the same institution to attend as a team (3-5 members); such teams will enjoy substantial discounts on registration fees. Also, each team will be matched with other teams from peer institutions to facilitate the exchange of information and the formation of postconference support groups.

A conference Preliminary Program will be mailed at the beginning of November to all people who have asked to be put on the Forum's mailing list. (*Note:* The Preliminary will **not** be sent automatically to all AAHE members.)

To request a Preliminary, contact Kris Sorchy, Project Assistant, AAHE Forum on Faculty Roles & Rewards, at AAHE.

AAHE Forum on Faculty Roles & Rewards

Updated Resource Packet

The Forum has revised and expanded its popular *Resource Packet*, which consists of a bibliography of the faculty roles and rewards debate, a master list of campus documents, and a paper by AAHE president Russell Edgerton. The cost of the packet is $4.00 for AAHE members and $6.00 for nonmembers. *All orders must be prepaid.*

To request a copy, contact Kris Sorchy, Project Assistant, AAHE Forum on Faculty Roles & Rewards, at AAHE.

AAHE Teaching Initiative

Search for Teaching Awards

AAHE's Teaching Initiative is interested in learning more about teaching awards that not only reward individual excellence but create a culture that values teaching. This year's *Campus Trends* report from the American Council on Education notes that seven of ten campuses give annual awards for outstanding teaching, up from five out of ten in 1988. This increase seems to reflect a desire to show that teaching matters, but how effectively do teaching awards communicate this message?

Some would say not much — that individual awards recognize one (or a few) wonderful teachers but do little to promote a culture in which teaching is more broadly valued. Some campuses, however, are exploring ways to expand this practice. The University of Wisconsin system now recognizes collective excellence through departmental teaching awards. The University of Pittsburgh and the University of Maryland University College make awards on the basis of authentic evidence of teaching excellence collected in teaching portfolios. Rather than a handshake and a check, some campuses (such as Northwestern University) ask those recognized for teaching excellence to assume ongoing roles and responsibilities related to the improvement of teaching. While the perceptions still exist that teaching awards are often polit-

AAHE in Action

K-16 Initiative Meeting. AAHE Education Trust. St. Louis, MO. *October 14-15, 1993.*

Forum on Faculty Roles & Rewards Regional Meeting. Cosponsored by the New England Resource Center for Higher Education. Durham, NH. *October 15-16, 1993.*

1993 School/College Collaboration Conference. Pittsburgh, PA. *December 5-8, 1993.*
- **Discount Hotel Rate Deadline.** *November 3, 1993.*
- **Team Registration Deadline.** *November 8, 1993.*
- **Early Registration Deadline.** Registration increases $20. *November 15, 1993.*
- **Registration Refund Deadline.** Requests must be in writing and postmarked/faxed by deadline. *November 15, 1993.*

1994 Faculty Roles & Rewards Conference. New Orleans, LA. *January 28-30, 1994.*

1994 National Conference on Higher Education. Chicago, IL. *March 23-26, 1994.*
- **Proposal Deadline.** *October 22, 1993.*

1994 Assessment/CQI Conference. Washington, DC. *June 12-15, 1994.*

ical or "popularity contests," such campuses build a consensus around substantive criteria for teaching excellence.

AAHE would like to know more about programs to recognize outstanding teaching that reflect a broader vision of the academic community. If you know of such a program — on your campus or elsewhere — please send any relevant information and materials to Erin Anderson, Project Assistant, AAHE Teaching Initiative, at AAHE. The submission deadline is *November 30, 1993.*

Programs identified this way will be featured in sessions planned by the National Center on Postsecondary Teaching, Learning, and Assessment (NCTLA) for the second AAHE Conference on Faculty Roles & Rewards (described above), scheduled for *January 28-30, 1994*, in *New Orleans, LA.*

AAHE Teaching Initiative

Collaborative Learning Meeting

AAHE will cosponsor a national conference on collaborative learning, "What Works? Building Effective Collaborative Learning Experiences," to be held *June 25-27, 1994*, on the campus of The Pennsylvania State University, in *State College, PA.* The conference will be hosted and organized by the National Center on Postsecondary Teaching, Learning, and Assessment (NCTLA).

Presenters and topics will include:

- Vincent Tinto, Syracuse University, (keynote address) "Collaborative Learning and Civic Responsibility."
- Zelda Gamson, University of Massachusetts-Boston, (commissioned paper) "The Future of Collaborative Learning."
- Barbara Leigh Smith, Washington Center for Improving the Quality of Undergraduate Education, "Promoting Collaborative Learning."
- Karl Smith, University of Minnesota, "Cooperative Learning in Large Classes."

For more information, contact Kelly Parsley, NCTLA, The Pennsylvania State University, 403 South Allen Street, Suite 104, University Park, PA, 16801-5202; ph. 814/865-5917, fax 814/865-3638.

Member Benefits

Publications Policy Changes

As a new benefit, AAHE members now may be *billed* or use an *institutional PO* for publications orders of *less than $50*; nonmembers must continue to prepay. (*All* orders over $50 must be prepaid or accompanied by an institutional purchase order.)

Also, effective November 1, 1993, AAHE will upgrade its basic publications delivery method to UPS Ground (delivery time: 2-5 days), replacing 4th Class Book rate (2-3 weeks). To cover the cost of this upgrade in basic service, and to better cover the cost of other special delivery methods, AAHE will begin collecting shipping charges as detailed below.

Watch your mailbox later this fall for the updated AAHE Publications List. ■

	Order Amount		
Shipping Method	**$0-$25.00**	**$25.01-$100.00**	**over $100.00**
UPS Ground*	$ 4	$ 6	(billed at cost, $6 min.)
UPS 2nd Day Air	$10	$12	(billed at cost, $12 min.)
FedEx Priority	$22	$35	(billed at cost, $35 min.)
Canada (1st Class Air)	$ 4	$ 6	(billed at cost, $6 min.)
Foreign	(1st Class Air, billed at cost)		

*Alaska/Hawaii must use UPS 2nd Day Air or FedEx Priority

Assessment, cont.

ficult to determine how much one could generalize from the data. Were only the particularly crabby or abnormally jolly people returning their forms? Exactly what use would be made of all the information collected? What to do with observations that were clearly contradictory? Would the assessment activity make a difference? . . . All common problems for campus assessment efforts.

Finally, while many of the observations we gained will not be particularly usable for conference planning in general, every presenter received copies of the evaluation cards for their session, as well as a summary of the numerical data. Concerns about conference amenities, the cost of hotel rooms, the quality of the food, the temperature of meeting rooms, are all items that are to some extent beyond the control of conference planners yet are quite important to attendees and need attention.

In the spirit of linking assessment and continuous quality improvement, reactions to the purposed changes, as well as continued feedback and suggestions for improvement of the conference, are welcome at any time. We will, of course, continue those elements of the conference that were particularly successful and expand them, where possible.

I hope you will join in our assessment efforts at next year's Assessment/CQI Conference, to be held June 12-15, 1994, at the Washington, D.C., Hilton Hotel. Look for the Call for Proposals in the Novembe[illegible]sue of the *Bulletin.* And watch your mailbox early in 1994 for the Preliminary Program, which will contain registration materials. ■

Note

Packets of 25 copies of "The Principles of Good Practice for Assessing Student Learning" are available free while supplies last by faxing/writing to: Assessment Principles, AAHE, One Dupont Circle, Suite 360, Washington, DC 20036-1110; fax 202/293-0073. Publication and dissemination of the document is being supported by the Exxon Education Foundation.

Bulletin Board

by Ted Marchese

Welcome back for news about AAHE members (names in **bold**) doing interesting things, plus items of note . . . do send me news.

PEOPLE: **Douglas Greenberg** moves from New York to the Second City, from the American Council of Learned Societies to the presidency of the Chicago Historical Society . . . a talented set of new VPAAs: **Janet McNew** at Illinois Wesleyan, **Fred Rossini** at George Mason, **Terry Smith** at Peru State, and **Nancy Avakian** at Onondaga CC . . . new president of the National Collegiate Honors Council is **Ron Link** of Miami-Dade . . . **Howard Ross** is UW-Whitewater's new dean of letters and sciences . . . **Gloria Nemerowicz** and **Gene Rosi** — they made their mark with a much-admired leadership program at New Jersey's Monmouth College — have signed on for the start of an ambitious Women's Leadership Institute at Wells College. . . . It's great to note the arrival in town of **Hector Garza** (a founder of AAHE's Hispanic Caucus) to head ACE's Office of Minorities in Higher Education . . . and the October 1st inauguration of Board member **Jim Renick** as chancellor at UM-Dearborn (Jim was a founder of AAHE's Black Caucus).

McNew

Rossini

Avakian

LITERACY OUTCOMES: Our favorite newspaper skipped the story, but I doubt our critics will . . . do heed the latest NALS study, "Adult Literacy in America," released last month, which documents some pretty unhappy news about our recent graduates . . . thousands of them were given a set of practical tasks — from calculating a restaurant bill to analyzing a complicated newspaper story — and rated on a scale of 1 to 5 for their level of prose, document, and quantitative literacy . . . among the punchlines: just half our graduates attained literacy levels 4 and 5, and 15-19% were at levels 1 or 2 (!) . . . these results were a tad lower than in the last NALS, in 1985 . . . all this will come back to bite us . . . copies of the GPO report are $12; call 202/783-3238 (stock no. 065-000-00588-3).

MORE PEOPLE: A grateful bow to Harvard's **Art Levine** for a terrific job of guest-editing the September/October *Change* ("Students of the '90s") . . . the next issue is also guest-edited, by AAHE's own **Pat Hutchings,** of the Teaching Initiative, and full of insight ("Opening the Classroom Door"). . . . The National Center for Graduate Education for Minorities (GEM), headed by Notre Dame's **Howard Adams,** has a nifty set of publications aimed at helping students negotiate the doctoral process; info from the GEM Center at 219/287-1097. . . . A new OERI research report on "Academic Dishonesty Among College Students," coauthored by **Sheilah Maramark,** is free by calling 202/219-2243. . . . If you're deeply into the quality movement and have relevant experience in institutional analysis (accreditation service, program review, etc.) and are interested in applying as a Baldrige examiner, call Linda James (301/975-2180) right away for an application form (due Nov. 1st). . . . FIPSE guidelines for its Comprehensive Program will be released "mid-October," with an "early December" application date this year. . . . AAHE has cosponsored each of the three recent national conferences on TA training, with the next set for November 10-13 in Chicago (contact Carolyn Dahl, 217/333-2880 for info) . . . now comes a new refereed publication, *The Journal of Graduate Teaching Assistant Development*, edited by **Karron Lewis** of UT-Austin . . . copies by calling 405/372-6158.

PROJECT 2061: In earlier issues, we've featured some of the imaginative work being done to rethink science education in the country, notably AAAS's "Project 2061: Science for All Americans." A small grant from AAAS has put AAHE in a position to broker three studies of the impacts of such a curriculum at the K-12 level on undergraduate education. The study teams are led by LaGuardia's **John Stevenson** (impacts on admissions, testing, and placement), UMass-Dartmouth's **John Russell** (curriculum and instruction), and Harvard's **Danny Goroff** (teacher preparation outside colleges of education). Full reports are due in February. Information from **Carol Steel** or **Lou Albert** here in the office.

LISTSERV: Thanks to the in-office presence of technology guru **Steve Gilbert,** AAHE is beginning to find its way onto the Internet, all in hopes of being more accessible and useful to members. Steve began a LISTSERV late this summer, and already 120 AAHE members seem to have found their way onto it, focused on moderated discussions of relationships between information technology, instruction, and scholarship. To join the discussion, send an Internet message to Steve Gilbert at AAHESG@GWUVM.GWU.EDU. Soon, look for other AAHE projects to be doing business on the Internet. See you there! ■

BEST COPY AVAILABLE

Graduate Programs for Teaching.

New!

NO9302 — A Teaching Doctorate?: The Doctor of Arts Degree, Then and Now

(1993, 80pp) By Judith Glazer. A study of the evolution of the Doctor of Arts (D.A.) degree, an innovation introduced in the 1960s as an alternative to the research doctorate for those pursuing a career in college teaching.

The monograph is based on national surveys of D.A.-granting institutions and 350 D.A. recipients, as well as historical research. "Advent of the D.A." analyzes the factors that influenced adoption of the degree. "The Multipurpose Doctorate" describes the purposes and structures that evolved throughout the organizational change process. "Diffusion and Decline" traces the changing status of the D.A., with comment from program directors, past and present. In "Listening to the Graduates," D.A. recipients explain their motivation to pursue the D.A., and their level of satisfaction with it.

The experiences and expertise of those who support the D.A. (and those who took it up and dropped it) yield lessons worth learning about challenging the academic establishment. Sponsored by TIAA-CREF.

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AAHE NEWS

BULLETIN BOARD
by Ted Marchese

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In this issue:

"What do you people want from me!" unfortunately may capture for many faculty their feeling about their work these days, as pressures from administrators, a lousy economy, students, the media, legislators, the job market, and trustees crank campus anxiety levels to new heights. Faculty are overworked . . . underappreciated . . . misunderstood . . . underpaid . . . scapegoats for everything that's wrong with society. Or, they are coddled . . . overspecialized . . . self-indulgent . . . stubborn . . . prima donnas who want to run campuses their way . . . who feel allegiance to their discipline first and only secondly, if at all, to their campus or community? Which is it?

As always, the "truth" lies somewhere in the middle. But it certainly is true that the mood on campus right now is frazzled — for all concerned. Faculty, administrators, and students alike rush about madly, trying to "Do more with less!"

The six articles that follow each offers a different perspective on the subject of faculty and their work. Together they make an informative and thought-provoking special issue of the *Bulletin*. Our respect and appreciation go to guest editor Clara Lovett, director of AAHE's Forum on Faculty Roles & Rewards, who envisioned the ideal and then made it happen. **—BP**

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Introducing this special issue of the *Bulletin*.

LISTENING TO THE FACULTY GRAPEVINE

by Clara M. Lovett

Since AAHE's Forum on Faculty Roles & Rewards was officially launched at the beginning of this year, some 1,700 colleagues from hundreds of colleges and universities have engaged AAHE in a conversation about faculty work and faculty priorities. I have come to think of those colleagues — so willing to share information, ideas, concerns — as the Forum's eyes and ears.

In preparation for this special *Bulletin*, I asked some of those colleagues for images and language that capture the essence of conversations on their campuses about faculty work and priorities. **Catherine Burroughs** and **Martin Wachs** responded to my appeal in their own faculty voices. Their views of academic life in the 1990s reflect the wonderful complexity and diversity of faculty careers and priorities on today's campuses. Less predictably, given their very different backgrounds and professional responsibilities, their articles also reveal a shared sense that the culture of the academy needs to change, that somehow we must, in Catherine Burroughs's words, "let the professoriate flourish" again. Catherine is not alone in her thoughts on these issues.

Surveys of faculty attitudes — most recently those conducted by Bob Diamond's team at Syracuse University — tell us that most members of the professoriate are dedicated scholars and teachers, eager to do what's right by their institution. But for many of them the fun seems to have gone out of their work. Duke's Jane Tompkins has written in *Change* (Nov/Dec 1992) about the lack of community in the contemporary research university. The challenges of teaching are not shared; the excitement of scholarly inquiry is shared with professional colleagues around the world — she laments — but not necessarily with colleagues and students at one's own university. David Scott, chancellor of the University of Massachusetts-Amherst, and other campus presidents who come from faculty ranks worry that the culture of the multiversity has promoted a one-dimensional view of a successful faculty career.

Clara M. Lovett is director of the Forum on Faculty Roles & Rewards at the American Association for Higher Education, One Dupont Circle, Suite 360, Washington, DC 20036-1110. Previously, she was provost at George Mason University.

Most members of the professoriate are dedicated scholars and teachers. . . . But for many of them the fun seems to have gone out of their work.

At every type of institution, faculty express a longing for an older and spiritually richer academic culture, one that placed greater value on the education of students and on the public responsibilities of scholars, one that nurtured community and collegiality instead of promoting competition for resources and prestige. For all faculty, the challenge of the 1990s is how to reaffirm such an academic culture without falling into the traps of nostalgia and reaction. The challenge is especially great for professors employed by research and comprehensive universities, typically mid-sized institutions with complex missions. Those professors, who make up a majority of today's full-time and part-time faculty, work on campuses where small classes and individual attention to students will always be the exception, not the rule; where a campus-centered culture of the traditional kind is not viable; where "community" cannot mean the same thing it might mean at small residential campuses.

To what degree are the external critics of higher education, especially trustees and legislators, sympathetic to these faculty concerns and willing to assist campus leaders in the task of refocusing faculty priorities? For the articles that follow, Wisconsin's **Stephen Portch**

tracked down **Laurence Weinstein,** former president of the University of Wisconsin System Board of Regents, who has recently published a book about his experiences in that role. **Anne Pratt,** of Virginia's Council of Higher Education, talked with two **members of the Virginia General Assembly** about serving a larger number of students with a smaller percentage of the state budget available to fund higher education.

The Forum's project assistant, Kris Sorchy, herself a recent graduate of the University of Evansville, contributed an impertinent but useful insight. Why, she asked, do we talk only with professors and administrators? Why not also solicit student opinion? With the assistance of colleagues in the Washington, D.C., area, we convened a **focus group of students** for a spirited discussion about the work their professors do and how it affects their learning experience.

From these and other conversations, we are learning that faculty concerns in the 1990s are dramatically different from what they were just a decade ago. Some of the differences can be traced to changes in the political and economic climate in which our institutions function. For instance, it is not surprising that faculty concerns about the drying up of research funding are more intense now than they were a decade ago. But other differences seem to arise from changes of outlook — unsettling for some faculty, liberating for others — within the academy itself.

REMEMBERING THE FACULTY GRAPEVINE OF THE 1980s

Around faculty clubs and departmental offices a decade ago, most conversations were about salary issues. Understandably, faculty were preoccupied with trying to make up the economic ground lost during years of high inflation. The scientists among them were also concerned about increasing competition for research funding, especially in areas not related to defense. For most faculty researchers and their graduate students, the probability of obtaining grants was decreasing precisely at the time when their institutions were making more explicit the connection between successful grantsmanship and favorable promotion and tenure decisions.

Science faculty were the first to experience the negative impact of those trends. But the phenomenon that Pennsylvania's Bob Zemsky and Stanford's Bill Massy later described in Pew's *Policy Perspectives* (June 1990) as "the academic ratchet" eventually affected the lives of faculty in every discipline. During times of relative prosperity and growing enrollments, hundreds of institutions sought status and external funding by putting greater emphasis on the research productivity of their faculty. In most cases, professors trained at elite research universities and dedicated to the advancement of knowledge in their disciplines rose willingly to the new challenges. But they did so with the reasonable expectation that teaching loads would be lightened and that other traditional responsibilities, e.g., student advising, would be shifted to other professionals.

We are learning that faculty concerns in the 1990s are dramatically different from what they were just a decade ago. Some of the differences can be traced to changes in the political and economic climate in which our institutions function. . . . But other differences seem to arise from changes of outlook — unsettling for some faculty, liberating for others — within the academy itself.

In the 1980s, the metaphor of the academic ratchet was not part of faculty discourse. Through that decade, however, and at some institutions even earlier, faculty careers were shaped by the ambitions of many colleges and universities to scale the heights of the Carnegie classification or to earn better ratings from *U.S. News & World Report.* At some institutions, the negative impact of the ratchet was made worse by policies imposing tenure quotas for younger professors, freezing promotions for mid-career faculty who failed to publish, and giving excessive weight to external market conditions in salary decisions.

The combined effects of depressed real earnings, pressure to meet rising institutional expectations, and perceived obstacles to career mobility were etched in Howard Bowen and Jack Schuster's 1986 portrait of the American professoriate, *American Professors: A National Resource Imperiled.* The authors predicted a gloomy future for already "dispirited, fragmented and devalued" professors. Perhaps the portrait was overdrawn. But is it a coincidence that during the 1980s talented students in most disciplines chose not to undertake academic careers? Is it a coincidence that faculty complaints about bureaucratic control and administrative self-aggrandizement became more strident than ever before?

LISTENING TO THE FACULTY GRAPEVINE IN THE 1990s

The economic concerns of the 1980s have not gone away. Competition for research funding has become keener. Resentment

of administrators who appear to drain institutional resources away from core functions and toward bureaucratic empires and public relations gimmicks smolders on many campuses.

But the expectation of predictable increases in salaries and fringe benefits and the protests against arbitrary personnel policies have given way to resigned acceptance that compensation levels will be flat and that the ranks of tenured and tenure-track professors will not grow in the 1990s. Concerns about workload are increasing, undoubtedly in response to the chorus of voices telling faculty to "do more with less."

Especially at comprehensive universities, faculty welcome their campus administrators' newly discovered enthusiasm for teaching, but they worry about increases in contact hours and class size. At public institutions, "doing more" these days often means working outside the campus, in partnerships with K-12 educators, local business leaders, government agencies, and citizens groups. "Doing more with less" can mean working in these applied areas without commensurate reductions in the amount of teaching and scholarly work to be done within the university.

These are not wholly new concerns, but they are expressed more forcefully than in the 1970s and 1980s. Around faculty clubs and offices, conversations also are turning to topics that were seldom, if ever, heard a decade ago. First, there is rising interest in and anxiety over the fact that the professorial career ladder is short — too short for working lives that can span three or four decades. Something must be done to open up the academic profession to more roles and opportunities for advancement than are possible under the current three-rung ladder. Some institutions are experimenting with more generous and flexible criteria for the appointment and advancement of practitioners, second- and third-career professionals, and long-term part-timers. Others are rethinking the "one schedule fits all" approach to tenure decisions.

Second, faculty in all disciplines, but particularly in the sciences, are very anxious about the explosion of available information and the shifting contours of discipline-based knowledge. Put simply, faculty are aware that their individual stores of knowledge depreciate at rates that would have been unthinkable only a generation ago. An accomplished, well-published colleague in the mathematical sciences told me recently that after a decade in management roles he is no longer able to read the leading journals in his field. As a historian, I used to think that the shifting contours of knowledge did not shift quite so rapidly in the humanities. These days, I am not so sure.

At every type of institution, faculty express a longing for an older and spiritually richer academic culture, one that placed greater value on the education of students and on the public responsibilities of scholars, one that nurtured community and collegiality instead of promoting competition for resources and prestige.

Third, the faculty grapevine reports growing concern about the leadership issue. From campus after campus I hear talk of a crisis of leadership and anecdotes about unsuccessful searches for senior administrative positions. This is a most interesting development. The trustees, presidents, and provosts who express concern about the alleged shortage of talented candidates for positions of academic leadership (I do not hear complaints about the difficulty of filling other types of management positions) had no such concerns a decade ago. Recently, I asked an experienced campus president how he could complain about "a leadership shortage" at a time when searches for senior positions attract hundreds of candidates. "You don't understand," he replied, "there's no shortage of candidates; there's a shortage of talent."

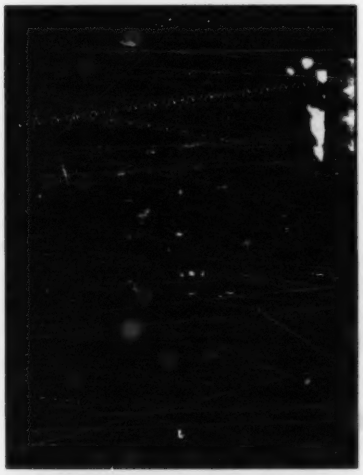
Is there, in fact, a shortage of leadership talent in higher education? Is the reported increase in unsuccessful searches statistically significant? Is it true that talented men and women are declining nominations for deanships, provostships, and presidencies? I don't know. But there must be some reason why faculty at all levels and in all disciplines have become concerned about the trend. The folk wisdom used to be that administrators were a necessary evil, or, at best, harmless bureaucrats of limited influence. The same folk wisdom held that the people most suited to being chairs, deans, or provosts were the burnt-out teachers or failed scholars. Not anymore. Understandably, now faculty are looking to administrators for protection from the barbarians at the gates — trustees, legislators, tuition-paying parents. But faculty also are looking for intellectual leadership to help them cope with an era of cultural change that would be stressful even in the absence of fiscal constraints.

These new faculty concerns, and some not so new, explain why my AAHE phone rings so frequently. In a little more than a year, the Forum on Faculty Roles & Rewards has become an important listening post from which to hear the voices of faculty and others who care — sometimes for the wrong reasons — about why and how faculty do their work. ■

"We must recapture in our work the delight and intensity that we as children found in play."

LET THE PROFESSORIATE FLOURISH

by Catherine B. Burroughs



Catherine B. Burroughs is chair of the women's studies program and an assistant professor of English at Cornell College, 600 First Street West, Mount Vernon, IA 52314.

The start of my undergraduate teaching career five years ago coincided with the height of the national debate about "a crisis in higher education." At first intrigued that the work of the professoriate had become a subject of media interest, I soon realized that I and my fellow professors were being held responsible for those graduates entering the workforce unprepared to perform well. A spate of publications have since portrayed us as solipsistic, lazy, powerful, insecure, truculent, and (at the university level especially) so involved in research that we cannot teach effectively.

For several years, I have reflected on what it is that we professors at small liberal arts colleges should be expected to do in the classroom, and what we need in order to remain enthusiastic about our jobs. Inspired by Ernest Boyer's analysis of faculty roles and rewards, *Scholarship Reconsidered*, I have come to believe that more attention needs to be paid to how institutions can help professors sustain their desire to "profess."

Caught Between Competing Demands

At small colleges, professorial enthusiasm is being undermined in myriad ways, not the least of which is that we who teach undergraduates often are caught between two competing demands. To remain intellectually alive, we faculty engage in activities such as conferences and publishing, which can accentuate the gap between our own intellectual development and that of our students. Simultaneously, student pressure on faculty to lower academic standards can deter our own intellectual growth by shifting classroom priorities away from the contemplation of ideas to the necessity of covering "what's on the test."

Certainly at small colleges, we lavish a lot of rhetoric on developing students' minds and building their self-esteem, but very little on helping faculty members find intellectual and emotional sustenance. As faculty work overtime helping to run our institutions, we too often bypass our own needs for those of our student-consumers, many of whom regard college as a holding tank in which they must languish until their release into the more exciting "real world."

In the last several years, I have encountered a surprising number of students who describe intellectual activity as "stressful" and who portray people with ideas (as opposed to information) as "intimidating." The pressures of student academic life are "overwhelming," and drinking alcohol regularly is considered a reasonable response.

In such a climate — which is not, I might add, unique to a particular institution or region — it is vital that we faculty learn to nurture *ourselves*, just as we nurture others.

Learning to Nurture Ourselves

Like many professors, I prepared for a life in the academy while still in childhood, pursuing with a child's fanaticism the activities that served to chart my life's

course: spending an entire day reading books in the backyard . . . badgering my parents to spell out words for the fledgling play I was writing. Taking the time to remember how and why each of us came to "profess" might prompt the professoriate at small liberal arts colleges to insist more strongly — and less guiltily — on conducting our professional lives in ways that will allow us to recover some of that intensity and concentration of childhood.

As we head toward the new millennium, those of us who teach at small colleges need to assume more of the burden for having created our environments, and to assert ourselves in reenvisioning a profession that we would like others to inherit. To this end, I hope that we will begin (or continue) to raise questions such as those below, not just among ourselves but also in public forums:

- Do we and our institutions support, if not encourage, self-criticism of college practices and policies? (As a prelude to change, we must be able to analyze and talk extensively about those institutional practices that contribute to faculty burnout.)

—Artwork by David Clark

- How committed are we to changing the academic climate on our campuses, and what is the relationship between our rhetoric and our practice? What do we fear when faced with suggestions for change?
- Should students' lack of interest in their classes be construed as a legitimate critique of the viability of small liberal arts institutions as they are currently conceived? (For example, if graduation promises them but unemployment and a return to the parental home, it may be difficult for them to see how surveying British literature or studying nineteenth-century American history serves their goals of financial independence.) How can we help students understand why and how they study what they do? If our explanations strike us as hollow, what steps might we take to revise our curricular offerings and pedagogical approaches?
- Are we evaluating students — and faculty — in a way that both assumes their dignity as people and values their individual contributions?
- Are we pursing our research in such a way that calls upon us to use our imaginations fully? Are we conducting our committees effectively, in the sense of making the best use of the talents, interests, and time of their members?
- Who is enjoying his or her job, and why? Who is not, and what can be done about it? Where is the fun, the delight, in what we do?
- What needs to change at our institutions so that positive energy, passion, intellectual enthusiasm, intensity, and healthy dedication are values that characterize our places of work?

If only because small liberal arts colleges allow for quick responses to individual needs, I believe they are poised to speed the return — or the arrival, depending on one's perspective — of truly creative work environments in which people are awake and vibrant and liberated to think, read, and write with vigor. However, these institutions can lead the way only if they understand what is necessary for creating such a place.

Money is not always the key, although it certainly can encourage creativity! What is indispensable is the commitment of faculty to holding serious and sustained discussions about how our professional lives can be reconceived, redesigned, even radically transformed. A priority for the professoriate should be to carve out a space for theorizing about how the passionate pursuit of ideas and problems can be institutionally supported.

Work as Play

If the professoriate at small liberal arts colleges is to flourish, we must learn to make central to our daily lives discussions that center not only on the mechanics of running our colleges but also on substantive and philosophical issues, which ultimately affect the ways in which we profess. We must learn how to honor our intellectual and creative impulses, to care about the development of one another's ideas — not just the ideas of our students — and to trust that more of us will be dazzling if encouraged to actively determine the course of our careers.

Sometimes we're confused about how to do our jobs successfully and still maintain a shred of our initiative. Perhaps we're even nostalgic for the times in childhood and adolescence when it was acceptable to abandon ourselves to our pleasures. Still, faculty at small colleges stand a good chance of evolving into folks who cannot wait to get up in the morning, but only if we can recapture in our work the delight and intensity that we as children found in play. ■

Acknowledgements

This essay is based upon keynote addresses that I have given at Cornell College, Rockhurst College, and Wake Forest University. Thanks go to Clara Lovett and Jeffrey Ehrenreich for their editorial comments.

I dedicate the words above to my parents, Jean Miller Burroughs and Julian Carr Burroughs, Jr., on the occasion of their retirement from teaching, in May 1994.

THE CASE FOR PRACTITIONER-FACULTY

by Martin Wachs

The traditional emphasis on faculty research and publication is under attack from students, alumni, state legislators, trustees, and the general public. But, as academic policymakers seek ways to encourage and reward conscientious teaching, community and professional service, and other faculty activities increasingly identified as important to colleges and universities and of value to modern American society, not enough is being said about the value of professional practice.

As we go about setting new norms for faculty activity, [illegible], and rewards, what place will we make for the practitioner-educator? As we rethink criteria for promotion and tenure, how shall we recognize the architecture professor who designs an award-winning building? The business professor who creates a successful corporation? The computer science professor who develops an important piece of commercial software? How shall we attract to the campus that mid-career professional who possesses a rich variety of practical experiences and a bent for college or university teaching? These are increasingly important questions, deserving systematic and thoughtful attention as part of the ongoing debate.

Why is the practitioner-educator so important? As the knowledge base of our society becomes ever more technical and complex, instruction in theory and methods — even in applied fields of study — is becoming more and more specialized and removed from the real-world context in which students ultimately apply them. At the same time, an increasing proportion of the professoriate consists of faculty whose expertise is deep but narrow. While such faculty might be the world's leading experts in some aspect of their field, many have never actually practiced their profession as their students ultimately will. Yet students of architecture need to learn to design real buildings; students of social work need to learn to counsel real people in need; students of business administration need to learn to operate real businesses. Shouldn't at least some of their education be delivered by practitioners who have themselves had those experiences?

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Our goal should be to educate professionals who will be what Donald Schön calls "reflective practitioners" — people who simultaneously practice in the world and learn from it; who have learned to refine their practice based on their experience *in* practice. To accomplish that, we must have at least some faculty members who are themselves "reflective practitioners," who will pass along to the next generation their special skills, their insights, the nuances of their craft. Accordingly, practicing one's profession reflectively is a kind of scholarship that should be recognized within the expanding definition of faculty roles and rewards.

A History of Practitioner-Educators

There is nothing new about this concept of practitioner-educator. For most of recorded history, professionals learned their craft as apprentices to more senior members of their profession. When universities added professional education programs — most during the twentieth century — the majority of those early professors were accomplished practitioners known for their work in the world rather than for their academic scholarship.

But for a long time, professional schools were considered by other academics and by university administrators to be intellectually inferior to the disciplines within

the arts and sciences. Over time, most professional schools adopted standards of faculty performance that enabled them to compete with the disciplines for prestige and resources, and this meant emphasizing scholarship over professionalism, theory over practice, and publishing over practical experience.

For the most part, that strategy produced the intended result. Today, it is often its school of business, engineering, or health sciences that brings a university its international reputation for excellence, and standards of scholarship within the professional schools are as high as they are anywhere else on campus.

While today's professional school faculty might excel at the scholarship of discovery, too often they are alienated from practice in the real world. Too often they look down on the daily work of the practitioner who practices what they themselves are teaching; at the same time, their research is so abstract and theoretical it has few points of contact with the essence of the profession the research purports to be about.

In my own profession of urban planning, the transition from practice-oriented educators to scholars took place relatively recently. In the 1950s, America's leading planning educators were known for their plans and for their applied work in and for government. Many of those practitioner-educators also published books and articles, and they tended to write about actual projects rather than about theories or methods of planning.

Today, just forty years removed from that planning-education system based primarily on valuing professional practice, only a few senior practitioner-educators are still active, mostly relegated to part-time status as visiting or adjunct faculty. While they are revered as founders of the field, their works often are denigrated by planning professors as primitive or shallow compared with recent scholarship based on models drawn from the social and natural sciences. In contrast, today's most highly regarded planning faculty members write abstract books and articles that have so little to do with practice that they are hardly, if ever, read by practicing planners.

As higher education reviews the roles of faculty and reconsiders the nature of scholarship, it is important that we consider this growing gap between those who teach and those who practice the professions. Professional schools become more sterile and less stimulating places to the extent that they perpetuate the widening chasm between theory and practice.

Instead, academic programs should be the meeting point between theory and practice, and students of technical and professional fields should learn from reflective practitioners as part of their education. Distinguished professional practice should be rewarded by the academic promotion and tenure review system — because the knowledge that comes from practice is required to prepare competent professionals, and because knowledge derived from practice is legitimate and important.

—Artwork by David Clark

An Uneasy Relationship

Universities and colleges are ambivalent about the place of professional practice in the evaluation of faculty for promotion and tenure, as are the majority of professional associations. That performing in-depth peer review of professional practice is difficult, compared, say, with peer review of scholarly writing and research, is a frequently cited reason for assigning it little weight. But I don't find that a terribly convincing argument.

First, although peer review of books and journal articles is held up as a model of objectivity, that certainly isn't always true. The rigor of editorial and peer review varies widely from one journal to another, and decisions are frequently highly subjective. Some highly regarded scholars find their works readily accepted for publication after only cursory review, while junior scholars are held to higher standards. Some journals have a quantitative orientation, leading them to reject excellent papers lacking that orientation; other journals are more selective with respect to papers having a particular ideological stance.

Second, while it is true that professional reports and other products of professional work, such as computer software, are not *usually* subjected to the type of peer review that typifies jour-

nal articles, that's no reason to assume that as products of intellectual work they are inherently more difficult to review. Practice-oriented scholars and distinguished senior practitioners could be invited to review the professional work of practitioner-faculty in the same way that senior scholars now are asked to review the research and publication work of their fellow academics. As much weight could be given to these reviews as is widely given now to letters of evaluation. The quality, insight, and originality of scholarly contributions *and* professional contributions could thus be equally subject to peer review.

More evidence of that ambivalence is the appointment of distinguished practitioners to specifically designated non-ladder faculty positions. Recognizing the need for practice-oriented faculty, institutions invite people known for their abilities as practitioners to augment the "regular" faculty and to teach practice-oriented classes or field studies, giving them titles such as "adjunct professor" or "clinical professor," and sometimes "lecturer" or "instructor." While this approach clearly brings students into contact with practitioners, it certainly falls short in other ways.

When practitioner-faculty are so designated, they invariably are being granted what is at best second-class status within the academy. At many institutions, adjunct and clinical faculty may not vote on departmental matters; they usually are not members of the academic senate; they usually may not serve on doctoral committees. Yet, they are expected to teach a larger number of classes than are regular faculty members, because they are presumed to be devoting little or no time to research and publication.

Also, a far larger proportion of adjunct faculty members than regular faculty hold part-time appointments, and often are paid a small fraction of a regular academic salary. In fact, many universities self-servingly promote the notion that active professionals are fulfilling a responsibility to the future of their profession by taking on part-time teaching for very little pay . . . though the regular faculty are rarely quite so attentive to the future of their profession when they are designing the curriculum.

Relegating practicing professionals to adjunct status clearly is a less-than-ideal way to integrate the reflective knowledge gained from professional practice with the theory, methods, and scholarship contributed by regular-ladder faculty.

More important to undergraduates, relegating practicing professionals to adjunct status clearly is a less-than-ideal way to integrate the reflective knowledge gained from professional practice with the theory, methods, and scholarship contributed by regular-ladder faculty. Because adjunct faculty often do not have a departmental vote, they are rarely invited to faculty meetings, so they rarely play a part in curricular reforms. Because they are paid so little, they quite naturally devote most of their time to their professional work outside of the academy.

Consequently, almost no opportunity exists for interaction between regular-ladder faculty and the adjuncts (who appear on campus, usually very late in the afternoon, teach their classes, then are gone). Thus, students never have the chance to benefit from the integrated body of knowledge that might result if practitioners and research-oriented faculty members, for example, collaborated on curriculum innovations or engaged in spirited debate on some recent theory.

The situation I've described cannot change as long as research-oriented faculty members who denigrate the value of professional practice retain hegemony in academic decision making. As long as those in power define the scholarship of discovery as the only path to academic prominence, reflective practitioners will continue to be relegated to second-class citizenship.

Rethinking the Definition Of Scholarship

My concern is not only that good practice should be recognized and rewarded in the university. Even more important, I believe, is that insights from practice should inform the intellectual life of our professional schools and departments. Some practitioners are being lost to the academy because we reward the scholarship of discovery to the exclusion of the scholarship of application. But the far greater loss is that by slighting the lessons of practice, we impoverish our understanding — and so our students' understanding — of the phenomena we study and teach.

Professionals with practical experience should be integrated into the academic department in regular-ladder faculty ranks, not relegated to part-time adjunct status. Practice-oriented faculty should contribute to curriculum development and to the major intellectual debates of professional fields — but only if they receive the same opportunities, status, and financial rewards for pursuing the scholarship of application as are provided to their colleagues pursuing the scholarship of discovery.

Vigorous leadership will be required at all levels of university administration to change the peer review process, the hiring and tenure guidelines, and the attitudes of faculty and administrators that now, by alienating scholarship from practice, conspire to weaken professional education by separating it from the world it aims to improve. ■

Note

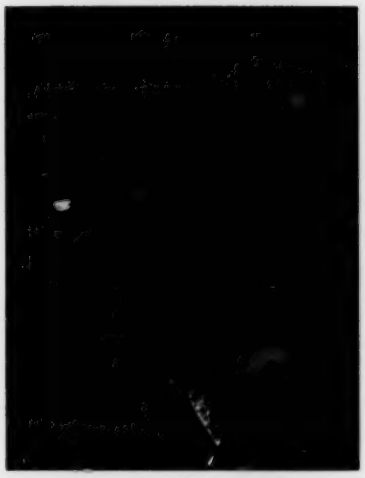
This paper was prepared during academic year 1992-93, while the author was an ACE fellow in the office of President John Slaughter, of Occidental College.

FRIENDS OR FOES?

One trustee's view of faculty, the reward system, and the balance of power.

An interview with
Wisconsin regent emeritus Laurence A. Weinstein.

According to a 1992 poll by Daniel Yankelovich, 88 percent of adult Americans rate higher education as very important in their own lives and/or the lives of their children. This extraordinary figure, much higher than the actual college-going rate, highlights the growing importance of higher education to an information-based economic and social system. As the spotlight moves closer, our institutions inevitably become subject to greater scrutiny, our academic customs and traditions become topics of public interest and debate.



This in mind, we asked Stephen Portch, senior vice president for academic affairs in the Wisconsin system, to interview Laurence A. Weinstein, a successful businessman and for seven years (1984-1991) a trustee of Wisconsin's Board of Regents. The starting point for their dialogue was the outspoken former board chair's book, *Moving a Battleship With Your Bare Hands: Governing a University System* (Magna, 1993). Weinstein, we believe, typifies the informed, educated citizen who supports and values higher education, yet also asks tough questions about our educational priorities and the organization and management of our institutions. —*Eds.*

PORTCH: I have heard you described as an "activist regent," a close reader of the statutes that give the regents in this state certain authorities. In your book, you have quite a bit to say in that regard about faculty and their roles.

WEINSTEIN: Yes, well, my first look at faculty has to do with the conflict that's built into the existing governance structure. That is, I rarely come in contact with faculty who believe that faculty authority is *less than* regent authority. Now, if the faculty believe that their power includes needling regents and trustees for governance resolutions, that's one thing. But if they think they are really partners, with a 50/50 vote, that's another thing.

by
Stephen R. Portch

It makes it almost impossible to govern unless the regents are willing to simply say, "Stop. We are the governing authority."

Another problem, I think, is that the faculty, by virtue of their training, aren't in a position to govern at all . . . that is, they aren't in a position to govern an entire institution. They may be able to deal with such things as course offerings in a specific department, admissions standards, matriculation standards . . . but beyond that I'm not sure they have a role to play.

I'm also not sure that, by virtue of their training, they necessarily make good administrators. Not

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that they can't, but there is nothing in their training that makes them good administrators. And to the extent that institutions insist that administrators come out of the faculty, I think those institutions weaken the possibility for having good governance.

REWARD SYSTEM

PORTCH: What are your views on trustees involving themselves in the reward structure, which dictates so much of faculty behavior?

WEINSTEIN: The reward system has to be consistent with the mission of the institution. If the institution's mission is, as most public university missions are, kind of a three-headed monster — instruction, research, and public service — then the reward system has to reflect it. Otherwise the mission statement is worthless.

I think what has happened in public education is that the trustees have opted out and allowed the faculty to establish a reward system of their own. And to the extent that faculty think that undergraduate education is unimportant, it's simply not rewarded. I think it's clear that in most research institutions, the reward system weights very heavily towards research, very little for undergraduate education, and almost nothing for public service.

So, I have contended, and will continue to argue, that it's the trustees who need to establish the reward system. They certainly can consult with the faculty, but in the end it is the responsibility of the trustees to do it. And until trustees take the initiative, nothing's going to change, because there's no incentive for the faculty to change. Pointing fingers and arguing isn't going to make much difference.

PORTCH: You've talked about tenure, saying that faculty "stonewall" decisions they do not like, because they know they can't be fired. As you think about the next decade in higher education, what are your views on post-tenure review . . . and especially, as we try to do here in Wisconsin, linking post-tenure review to professional growth and development for faculty?

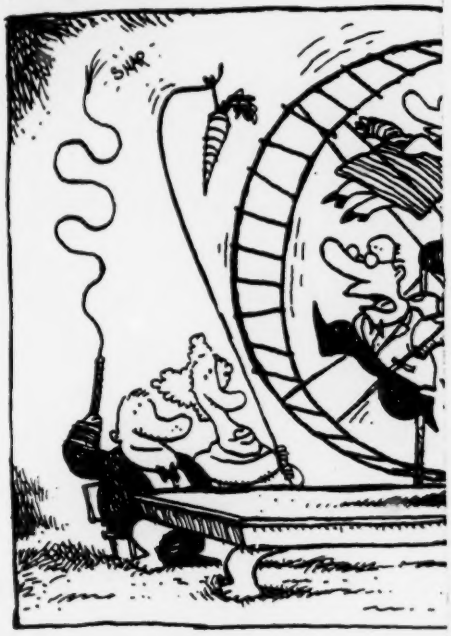
WEINSTEIN: I struggled with that issue for many years. I have come to the conclusion that tenure is a vestigal organ in the system. We ought to get rid of it. Its original purpose was to protect the faculty . . . academic freedom, and so on. Tenure was never intended to be a lifetime appointment. In most states, certainly here in Wisconsin, both the statutes and the administrative code adequately protect faculty for their political views.

In the old days, an institution could say about punishing incompetent faculty, "Well, we'll get them with merit pay." But if the State doesn't put any merit pay in the budget, and no one gets merit pay, then what kind of punishment is that?

The more you deal with issues like post-tenure review, the more you are really limiting tenure anyway. So whether tenure is simply thrown out or limited, I think the answer is that the old concept of tenure has seen its day.

PORTCH: Interestingly, in the landmark 1940 AAUP document on tenure, there was another argument for tenure, which doesn't get much discussion. It was that the security of tenure is a way to attract "the best and the brightest" into the profession . . . a profession that does not tend to financially reward people equivalent to their intelligence. That is, tenure offers an attractive lifestyle in lieu of what was viewed as inadequate compensation. If you remove tenure, are you not simply exacerbating that problem?

WEINSTEIN: I understand your point, but I guess I'm not persuaded. The sorts of people who decide to pursue an academic career versus a career in the private sector are motivated by all kinds of reasons. There are all kinds of ways to deal with the issue of attracting people other than by saying, "You are here for life." I think people ought to be reviewed occasionally on whether or not they are being productive; if they're not, then I think we ought to find other places for them in our society. I don't think the taxpayers ought to have to pick them up.



PORTCH: How, then, do you think we could change things to make a faculty career more attractive to the "best and brightest"?

WEINSTEIN: Well, it depends on the motivation of people. If they are motivated only by money, they're not going to be interested in an academic career.

PORTCH: You see a lot of bright people going on to law school, business school, other professions, rather than choosing a career in higher education. . . .

WEINSTEIN: Oh, I don't know. There are lots and lots of smart people around here at the university, and I don't know that they're being lured away by the private sector. As a matter of fact, the universities have made a very cushy deal for the private sector.

PORTCH: "Cushy" how?

WEINSTEIN: To put a cynical

twist on it, the way it works is the state legislature taxes the citizens to build these enormous research facilities called "public universities," which then pay the faculty, and for a pittance the private sector hire that faculty to do their research for them. Why? Because they're smart! It's

—Artwork by David Clark

so cheap! For the private sector to duplicate the resources and facilities of our public universities would be impossible. So they have a very good deal going. And why would they want to move those people onto their payrolls. They've got them anyway!

PORTCH: Philosophically, is that not good public policy to have the universities doing that research, as long as it's shared with the people . . . is a benefit to the people . . . and students have some opportunities to be involved in that research?

WEINSTEIN: Let me drive my argument to its logical conclusion, which is, the idea that a public university should charge tuition is absurd. Once you start charging a user fee — and that's what tuition really is — you are going to keep some people out because you simply have made it economically unattractive for them to come. That's why I have fought with the regents — and I am still fighting, but losing the battle — that a tuition increase that exceeds the rate of inflation is obscene as public policy! It's terrible public policy. Because the citizens are *already* paying, through their taxes. So what you have said is: "Those of you who want to use the service will pay not only the taxes but a user fee on top of it." It's crazy! But that's the way it's done because the State won't give higher education enough money to run the place. . . . I understand that.

Now, the public good is that in a democracy, a citizenry that is educated is an absolute prerequisite to democracy succeeding. You cannot run a democracy with a bunch of dumb people . . . people who are uneducated. So, obviously, education is a public good. If you recognize it as a public good, then the public ought to pay for it. But why is a *college* education different from a *K-12* education? Why do we charge a user fee for one and not for the other? It's the same thing. And everybody ought to be entitled to education who can benefit from it.

So, yes, there's a public good to higher education. I would say no tuition, but only those students who can make it ought to be admitted. To do that, we'd need to refine our admissions standards. I've heard the argument both ways . . . that you cannot really predict who can make it because, after all, look at Albert Einstein. Well, I would take my chances on the Albert Einsteins in this world. If they don't make it here, they'll make it somewhere. But the admissions standards ought to be consistent with the graduation requirements.

REINVENTING THE UNIVERSITY

PORTCH: Talking about faculty again, several things that you said have some resonance. On the training of faculty in graduate schools, to what extent do you see a need for changes there, since that's where our faculty tend to come from . . . out of graduate programs where there is not much socialization to undergraduate teaching, for example . . . where there is a great allegiance to the discipline and the professional associations, as perhaps opposed even to allegiance to the campus, at times. Do some things have to change in our preparation of graduate students to better prepare faculty for future challenges?

WEINSTEIN: The truth of the matter is, we have to reinvent the university. It's gotten out of hand. For every ill that I can find, you could give me at least ten good reasons why it exists, but that doesn't justify it.

Let's take undergraduate education. It's an accepted practice that in large public research universities, graduate students will teach undergraduates. Now, some graduate students teach with good supervision, some without supervision, some with modest supervision, and some are supervised by people who are incompetent to supervise. Right? I mean, every faculty member is not necessarily a good teacher.

How did all that start? It started because they said, "Gee, kids have got to go to graduate school, they can't afford it, we need to give them some kind of work to do. . . . And since undergraduate education isn't very important anyway, why don't we let them teach undergraduates?" Now, I added that last part, editorially. Everybody says undergraduate education is very important. As a matter of fact, the regents have said that the most important thing we do is to teach undergraduates. But in practice it is not the most important thing, because we let *anybody* teach undergraduates!

The point is, the way to solve the problem of the need to subsidize the education of graduate students is not to foist them onto undergraduates. The undergraduates ought to have the best teachers, not the worst teachers. I've heard it said, "Well, some of our graduate students are better teachers than the faculty." I say, shame on the faculty. How do they ever get to be faculty

members if they're terrible teachers! We can go around in circles forever.

What I'm saying is we have to reinvent the university. We have to decide: What are we here for? If it is to teach undergraduates, if that is one of our missions, then we need to have the best people teaching students . . . we've got to turn students on as freshmen. I would rather have a Nobel laureate teach a freshman class anytime than a graduate student, because I'll bet we would turn those kids on! I don't know what to do with graduate students . . . where to get them money . . . but I do not want to do it on the backs of the undergraduates.

PORTCH: Would you think that graduate programs ought to include, as part of their requirements, some pedagogy? . . . use of distance learning? . . . use of computer-assisted instruction?

WEINSTEIN: Absolutely. If faculty are going to teach, then they've got to be trained — just like teachers. You see, here's the assumption: In the 12th grade, the students need a trained teacher. In the 13th grade, called "the freshman year in college," suddenly they don't need anybody anymore? Well, that's absurd. . . . Maybe they need it even more, I'm not sure.

PORTCH: Once you become a faculty member, things continually change. As I think back to the beginning of my career, computers were not much used, there was not much in the way of distance learning, there was not as much knowledge about the way students learn . . . cognitive skills, and so on. How do faculty stay abreast of new developments? What role has faculty development got to play in the future? Do the regents have some role there?

WEINSTEIN: Well, sure. It seems to me that if you have hired a person who has a certain job requirement, then that person also owes the job the obligation to stay current with whatever it is their job is. But I don't think you have to pay people every time they do something . . . it's their responsibility to stay up on things.

FACULTY WORK

PORTCH: There's been quite a bit of discussion in the national literature about allowing and encouraging faculty to have different phases of their careers. Do you think that's a trend that we ought to be encouraging by policy and practice?

> **"It's the trustees who need to establish the reward system. They certainly can consult with the faculty, but in the end it is the responsibility of the trustees to do it. And until trustees take the initiative, nothing's going to change, because there's no incentive for the faculty to change."**

WEINSTEIN: Absolutely. In a recent legislative review done of the faculty . . . of teaching . . . it was determined that faculty spend less time in the classroom now than they did ten years ago. Well, the immediate response from the faculty was not to say, "This is certainly a serious issue that we want to deal with." No, their immediate response was, "You don't appreciate us. Look at all of the wonderful research we do." The faculty simply will not deal with this issue of teaching.

Now I can't give you all of the sociological reasons why that happened, all the emphasis on research. I think the federal government is part of the problem. But I also think that there is this peer pressure from one institution to another . . . that you publish and you publish and you publish . . . and the learned journals have proliferated to the point where nobody can keep track of them anymore. . . .

PORTCH: The faculty review that you referenced, by the Legislative Audit Bureau, focused primarily on the formal lecture time of the faculty with undergraduates in the formal classroom.

WEINSTEIN: Right.

PORTCH: Lately a lot of attention has been given to less formal modes of interaction . . . learning communities . . . bringing students together outside of classrooms, facilitated by faculty members, and so on. Do you see the "narrowness" of some of the attention now focused on faculty workloads as having the potential to stand in the way of what could be some very positive innovations for students themselves?

WEINSTEIN: No. I see that stuff mainly as a diversion. Before you alter the basic system, you had better make sure that that basic system is in place. And it is not in place. The trick is to get the faculty involved with as many students as possible, not as few students as possible. So all of these other options are all very interesting, but they make it worse, not better.

What really concerns me is that since UW-Madison is the premier university in our system, . . . everybody says it is . . . those other colleges in our system, whose primary mission is undergraduate education, not research, have started to emulate it. At UW-Parkside, for example, a four-year college, only 65 percent of the courses are taught by faculty. What kind of a statement is that? Who's teaching those courses if not faculty? I would love to know who are these other 35 percent? Are they people from the community? Are they graduate students? Parkside has no major research mission. What is going

(continued on page 20)

PUBLIC PERCEPTIONS, PUBLIC POLICY

A conversation with two members of the Virginia General Assembly.

Life in the nation's statehouses is not a bed of roses. Legislators elected to serve part-time work long hours for meager pay. The short legislative sessions of yesteryear are getting longer; there is more and more work to be done between sessions. The national anti-tax mood means flat budgets at a time of rising expectations for universal health coverage, better funding for K-12 schools, and better crime prevention and control. In this pressured environment, legislators find it hard to devote time to higher education issues and even harder to preserve or increase higher education's share of state budgets. But some legislators care deeply and welcome opportunities to talk with us about their expectations and concerns.

Anne M. Pratt, associate director for legislative and external relations for the State Council of Higher Education for Virginia, interviewed two such state legislators — Del. **J. Paul Councill, Jr.,** chairman of the House Education Committee, and Sen. **Elliot S. Schewel,** chairman of the Senate Education and Health Committee. Their conversation focused on the crucial issues of access, affordability, and productivity.

—Eds.

Councill

Schewel

by Anne M. Pratt

PRATT: You both talk to many people, in the Legislature and on the street. How do most people view faculty? Do they know what faculty do? What their average work day might be like? Do they think what faculty do is important or relevant to their lives and the lives of their children? Delegate Councill?

COUNCILL: I think the average person just off the street has very little knowledge of this.

SCHEWEL: I think the average man on the street has no idea of the range of faculty duties and responsibilities. Other people, who went to college, perhaps whose family members went to college, or whose children are in institutions of higher learning, may think more about it and so may have more of an understanding.

RESEARCH

PRATT: Let's take a specific aspect of faculty work. What do you, or the Virginians with whom you speak, have to say about faculty members' responsibility to do research?

COUNCILL: Recently I received some letters in response to an article in the newspaper. One man (who signed with his name and address), who said he was

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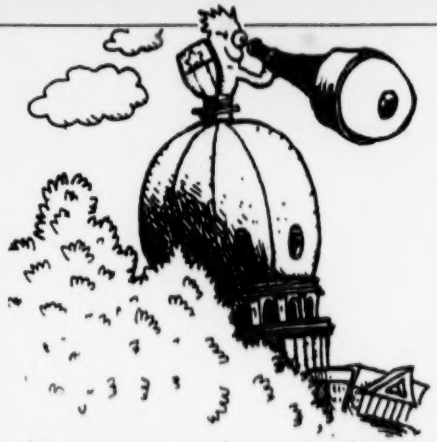

—Artwork by David Clark

a business manager for a university, which he did not identify, was very critical of the amount of time that faculty put in on research. He thought that a lot of the research being done was gathering dust on the shelves, not worth the paper it's written on . . . that a lot of it was done simply to get tenure. He said that he hoped the Governor and General Assembly would look very carefully at trying to get more productivity from our teaching professors.

I have had some other mail and phone calls that were not quite that strong but questioned whether a lot of the research being done was actually helping to achieve the educational standards that we are trying to promote. I think anytime you have that many red flags raised, it's something you need to consider. I know that research is necessary, but some of the students who responded to that same article told me that they weren't getting the attention from their professors they would like to get as a result of it.

SCHEWEL: It may be that parents who have children in institutions of higher learning, whose children are involved in some of that research as research assistants or maybe are taking a course from a professor who's doing research, might think about it a little. But I would say again, the vast majority of people aren't even aware that research goes on.

PRATT: Do you think that the research that does go on in Virginia's colleges and universities serves the Commonwealth?

COUNCILL: Some of it does. But somewhere along the line we have got to reassure the tax-paying public, and those people especially who have children in college, that they are getting the maximum amount of educational benefit. That's not something that's obvious, because of the kind of research being done by some of these professors.

SCHEWEL: I'm not a real authority on the kind of research that goes on, or research in general. But I was reading, for example, about a history professor who had a grant to do some research on some very interesting historical subject. I would have to assume that the additional information and knowledge that he got from that work certainly would improve him as a professor and make his course offerings more interesting.

"Somewhere along the line we have got to reassure the tax-paying public, and those people especially who have children in college, that they are getting the maximum amount of educational benefit. That's not something that's obvious, because of the kind of research being done by some of these professors."

TEACHING

PRATT: What about the faculty's responsibility to teach? Should they be teaching more students? Teaching them differently? Teaching them different things? What are people saying?

COUNCILL: Certainly, if we are going to have to go through additional belt-tightening, faculty are going to have to teach more students and spend more time in the classroom. And we probably will have to see fewer graduate students monitoring classes or actually doing some of the lecturing. . . . Now, I'm not saying that students being taught by graduate students are not getting instruction that is just as good, in some cases. But for the public, the negative perception is there, and if we want to keep support for colleges and universities among the taxpayers, it's something we're going to have to clarify.

SCHEWEL: We're really talking about two groups of faculty, or perhaps three groups. There's community college faculty, private college faculty, and state college faculty. It's unquestionably true that in the private colleges and community colleges, the faculty already are teaching a full load. So the question is, should state college and university faculty be teaching more? I think, generally speaking, in most of the comprehensive universities, they could easily be teaching more. In the doctoral-granting institutions, there is a real compelling need for them to be teaching more.

That need is based on the overwhelming demographics we are faced with — that over the next ten years, an additional 65,000 students in Virginia will be going to state universities. Those demographic facts combine with the economic fact of life that nobody thinks our economy will return to the same robust health it had in the 1980s. Because of the confluence of both of those factors, it is just imperative that faculty do more teaching.

PRATT: What about instructional technology? . . . using television to reach more people? using interactive video to reach more students?

COUNCILL: We're going to have to see

more of that. I hope we are going to see a close relationship form between community colleges and four-year institutions, and technology certainly is going to be a part of it. Where we can have electronic interaction between the two types of institutions, both can benefit from it, I think. I am a strong believer in utilizing community colleges as best we can for two years, with a transfer program into a four-year institution. I know we can't do it in every institution. But it's going to save us a great deal of operating money and a lot of capital outlay if we can implement it in areas where it's feasible.

SCHEWEL: It's inevitable that students will be taught differently as we go forward into this information age. Right now, for example, at George Mason University, students in some subjects don't have to go to class. They can watch the lecture on remote monitors and on their computers; they can get the test questions on their electronic mail. I think those things are sort of exciting! I don't think anything ever replaces the personal contact of a wonderful college professor. But I know that that personal relationship has already gone by the boards in some big state universities.

SERVICE

PRATT: What do you think the faculty's responsibility is for public service, in their own communities, across the state, or nationwide?

COUNCILL: It's important. Primary service should be in the community where the institution is located; secondly it should be elsewhere. Here again, if people have the opportunity to see that faculty are serving their community outside the classroom, it would increase the public's feeling of accountability, and that would be of help to the faculty. I know a lot of them already do such work.

SCHEWEL: I don't think the man on the street knows or thinks about community service being a component of a faculty job. Besides, while you'd like to think that faculty do it because they're altruistic and want to help . . . and I'm sure in most cases that's true . . . those in academe know that community service is one factor considered for tenure.

PUBLIC PRESSURES

PRATT: Are there any other general comments regarding faculty that you would like to make?

"No part of business in our country hasn't gone through some sort of restructuring, downsizing, becoming more efficient. Higher education as an institution should not be immune to the same sort of productivity pressure."

COUNCILL: I want to make it clear I am not bashing faculty. But there are some concerns out there that need to be considered. I hope that colleges and universities will take these concerns seriously and respond to them.

SCHEWEL: The primary faculty job should be teaching, and good teaching should be rewarded. Having said that, I also understand and realize that a certain amount of research is necessary to hold the interest of good faculty people . . . to broaden their own knowledge horizons and make them more interesting professors to their students. But sometimes the research that faculty do has no relationship to what they're teaching.

This issue of productivity is very much in the forefront these days. It's very important to emphasize that nobody I know thinks that the Legislature should be managing our colleges and universities, putting restrictions on faculty, or anything like that. It's not our mission or our responsibility.

PRATT: Your responsibility is. . . .

SCHEWEL: . . . to balance a budget. And considering the period of fiscal duress we have been going through, and the demographic future that we face, it is our responsibility as legislators to expect improved productivity in our institutions of higher learning. No part of business in our country hasn't gone through some sort of restructuring, downsizing, becoming more efficient. Higher education as an institution should not be immune to the same sort of productivity pressure.

The 1980s were the "golden age" of education. During those years, when there was plenty of money available, we let our productivity decrease substantially . . . as more and more research was done, the teaching load diminished. Now, with a whole new set of circumstances, we've got to look for increased productivity. And those changes have got to come from within the college community . . . from boards of the universities . . . from administration . . . but most of all, they've got to come from self-analysis by the faculty themselves. Faculty have got to come to grips with the realities of our world today. ■

STUDENTS ON FACULTY

Excerpts from a student focus group.

What is the student view of faculty at work? Do students have a sense of the challenges and pressures their professors face? What do they think about the widespread public perception that professors devote their energies to research at the expense of teaching and interaction with students outside the classroom? For help answering such questions, the Forum turned to intern **Sondra K. Patrick,** a doctoral student and adjunct faculty member at George Mason University, with experience in conducting student focus groups. Patrick helped us assemble such a group, then acted as the group's moderator.

Our thanks to the students who participated: **Erin Anderson,** 1989 graduate in English, Dickinson College; **Alpa Dharia,** senior in zoology, University of Maryland at College Park; **Christopher R. Canavan,** junior in political science, American University; **Michelle S. Riley,** senior in political communication, George Washington University; and **Tadia Whitner,** second-year law student, Howard University Law School. Regretfully, we can offer here just a fragment of their fascinating conversation. —*Eds.*

Think about your experiences with your professors. How do you think faculty spend their time? What do they seem to care about?

A: From my observation, having been a teaching assistant, I think faculty spend about one third of their outside-of-class time grading papers, one third doing their research, and one third doing some kind of paperwork for the university.

A: I have a different perception. Some of my professors read or grade papers but don't really spend much time mentoring students. . . .

A: . . . A lot of them are enthusiastic about their research and how it relates to their teaching. Their research doesn't take them away from teaching.

How do you think faculty *should* spend their time?

A: Research should be a top priority if they are to keep abreast of their fields and teach future generations. But I also think they should be more involved with student life, because those four years or more you spend earning an undergraduate degree mold and shape the kind of person you'll be for the rest of your life.

A: I think that teaching is the most important work faculty do, and I think they should spend more time on that. At the same time, I realize that research is expected of faculty who want to earn tenure and promotion. But as I get older, I'm seeing myself more as a consumer. I pay for my education and I expect to learn; faculty should do everything they can to help me learn.

What has impressed you the most about the faculty you have met?

A: When I was a sophomore I did a project, and the professor spent hours going over that project, gave me names of people to call. He put such time and effort into what I was doing that I felt he really cared.

A: One assistant professor I had would hold review sessions every Saturday morning for anyone who wanted to drop in and ask questions. I know he was doing this on his own time because he really cared if we understood the material.

A: I think of the very thoughtful comments my English teacher wrote on my papers. I realize now how hard it is for an English teacher to take the time to do that.

What has disappointed you the most about the faculty you have encountered?

A: I guess I would say those faculty who are not enthusiastic about their work or who look down on students. It really shows.

A: . . . professors who act like you're taking time away from something more important, those who don't want to be in the classroom.

A: . . . professors who promised to return our papers by a certain date and then were perpetually late. It was kind of a letdown.

A: . . . professors who come in with graded papers and tell you that grades aren't really important.

Faculty often say that today's university environment is very stressful, that they are asked to teach large classes, and so on.

A: I haven't witnessed much stress related to large classes. We don't have many of those, and

when we do, the professors get teaching assistants.
A: Sometimes we have classes that are supposed to be small, because of the subject, but might have fifty or sixty students. It gets very crowded, with students sitting on the floor. But if the course is required, and you have to have it. . . . Professors do what they have to do, but they might criticize the administration for letting too many students in.
A: We don't have much of a problem with large, overcrowded classes on my campus. But the environment is stressful, because faculty feel that they are not appreciated by the administration, and that causes a lot of tensions.
A: I've had several large classes, because I attend a large school. But I also have been in seminars of eighteen students. Mostly those are taught by adjuncts, who teach because they *want* to teach, so they are very friendly and accessible.

—Photographs by Lloyd Wolf

Has the time faculty devote to research had a negative impact on your experience as students?
A: I don't think so. The emphasis at my school is on teaching, so the professors do the kind of research they enjoy doing and that feeds back into their teaching. They don't do research to advance their careers.
A: I don't see how research can ever take away from teaching if it enhances the professor's knowledge that can be communicated to me as a student.
A: In a large university, the experience you have in your first two years is very different from that in your junior or senior year. Last semester, I co-taught an honors class on research, and we discussed whether teaching and research are or are not compatible. The impression I got from my class is that students want their professors to spend more time teaching. I find that professors would like to do that, but they have too many things to do. I can see where, in lower-level classes, professors might convey that their research is more important, but you do get a very different view when you are an upperclassman.

Is the solution, then, a matter of faculty and students coming together and each understanding what the other is doing?
A: Now that I think back, I find it strange that my professors never talked about the research they were doing. We saw them scuttle back to their offices after class, we knew they had to grade papers and prepare for class, but why didn't they tell us about other work they were excited about?
A: If professors had talked more about what they were writing or what they did on their sabbatical, or whatever, it might have made them sound more like real people . . . knowing that they had a deadline to get a paper done, stuff like that.

From your perspective, what is the most important thing faculty can do in the classroom to help students learn?
A: They should challenge students more, instead of coddling them, as professors do sometimes. Often it isn't that the professor is going too fast, it's my fault, because I haven't been studying or reading enough.
A: In addition to challenging students, I'd advise professors to make it possible for students to ask questions and participate in class discussion.
A: Organization is very important, and some professors don't seem to have a game plan. Some don't know how to show enthusiasm for their subject. . . .
A: I'd advise some professors to learn something more about teaching. I mean, high school teachers spend a lot of time learning how to communicate knowledge to students. I think it's too bad that sometimes professors who have a lot of knowledge do not communicate it because they lack some basic educational keys or principles. . . .
A: . . . Maybe they should visit the classes of more-popular professors and see how it's done!
A: . . . In our school, they are thinking of videotaping the really good teachers. My advice would be to have several strategies for teaching, to be flexible, so if one approach doesn't work they can try another.
A: I have found that some of the tenured professors who have been around for a while don't care.

What do you see as the most critical problems facing higher education today?
A: Cost, and the future of the job market. . . .
A: There is an overemphasis on going to college, and that's driving up the cost. Not everyone should go to college.
A: There is a tremendous disparity of resources among institutions; they can't all do an equally good job if they are short of resources.
A: . . . I'm getting an excellent education for the tuition I'm paying. But I worry about the cost of graduate education.

Any last observations you'd like to offer?
A: At this stage in my life, I see the faculty as the *navigators* . . . they can show me the way, but they *don't* need to hold my hand all the time!
A: The main role of faculty should be to challenge students. Make us flunk out if we can't handle the work! ■

on? It's crazy. Whereas at UW-Eau Claire, 89 percent are being taught by faculty.

So, the university administration, the central office, your office, Steve, and the Board of Regents have to get their arms around this issue before it's going to get solved.

MAKING CHANGES

PORTCH: You talk about reinventing the university. I think you would agree that the faculty are at the core of that. That any reinvention is going to depend on faculty ownership, creativity, and innovation. You have indicated that when the faculty are unwilling to accept this responsibility, you think the trustees then have to mandate. How can we minimize the mandate and maximize the innovation and creativity coming up from the bottom?

WEINSTEIN: The current faculty will not change. They . . . will . . . not . . . change. They will fight all changes. They always fight changes. The faculty, by and large, are in love with the status quo. And if I had a lifetime job, I think I would be, too.

What I would suggest is this: for the Board of Regents eventually to decide who gets tenure and who does not. We've talked about that before. I think the Board has to simply state, "We are not going to rubber stamp tenure. We are not going to take anybody's word for it anymore. We want to know as to each and every candidate — we want to know about their teaching, we want to know about their public service, we want to know about their research. And then we want to see in place a system of standards for every university. Different for each, as they are needed. But we will not award tenure unless those criteria are met."

It will take some time, but I will tell you that will change the culture. The faculty will not change it. And all of these colloquies and all of these system-wide studies and committees are totally worthless, in my view. They will simply go on forever and ever and ever, and another generation of students will never have the benefit of the change. That is why I have no patience for these systemwide committees that study endlessly and never reach a conclusion. But the current faculty, just like all of us, are not going to live forever.

"What we do is we take smart, young people and we say to them for seven years, 'If you want tenure,' . . . which is the major prize, that's why they're doing all of this stuff . . . 'you will do this and this and this.' So they do all those things, and at the end of seven years we expect them to change into something else."

PORTCH: If you were invited to lunch to talk to a small group of new faculty just hired to teach throughout the system, what advice would you give them — especially for their first year?

WEINSTEIN: I guess I would decline the invitation! I would want to know what is expected of them. If what is expected is what I do not agree with, then I wouldn't come, because if you say to them, "Buck the system. Don't believe in this stuff, it's wrong. 'Publish or perish' is wrong," . . . if that's what you tell them, they'll never make it.

You see, what we do is we take smart, young people and we say to them for seven years, "If you want tenure," . . . which is the major prize, that's why they're doing all of this stuff . . . "you will do this and this and this." So they do all those things, and at the end of seven years we expect them to change into something else. Well, isn't that ridiculous! I'm not a psychologist, but I will bet you there isn't one worth his salt who would say that's how you train people.

PORTCH: Last question. You had seven years on the Board. If you had that seven years to do over again, what one or two things would you do that you didn't do the first time through?

WEINSTEIN: The most difficult thing for a regent coming in is to learn what's really going on. I admit that I must be a slow learner. It took me, I think, two years to figure out what was going on. . . . I did not understand the internal fight that was going on about governance. It simply never dawned on me that there existed out there a whole group of faculty people who thought that regents were really kind of there to run interference for them . . . to get them more money, then to get out of their way. I didn't understand that; it took me a long time to figure that out. I did not understand the issue between the faculty and academic staff; it took me a long time to figure that out.

What would I have done differently? During my tenure we started, you may remember, with the issue of undergraduate education, and got it up to the point to where we had working groups reporting. I think if that is continued, it will have some lasting impact.

If I had had more time, I would have confronted the issue of tenure head on. The whole reward system. You have to change the academic culture, and that's not going to happen easily. But if you do not change the culture, you can change things around the edges a little bit but you will not really get to the core. So I would have taken on tenure. And I was getting at it when my term expired.

PORTCH: Mr. Weinstein, I want to thank you for this opportunity to share your perspective with faculty around the country. ■

·FORUM ON·
Faculty Roles & Rewards

Rethinking Faculty Work and Its Evaluation

The Second AAHE Conference on Faculty Roles & Rewards will showcase the individuals and ideas that are shaping the university and the faculty of the future. The theme — "Rethinking Faculty Work and Its Evaluation" — and an emphasis on reports of conversations and initiatives from the field reflect a shift since last year's conference in content and format . . . from *thought* about faculty roles and rewards to *action*.

Plenary Speakers

Ernest Boyer

- Carnegie's **Ernest Boyer,** on his eagerly awaited sequel to *Scholarship Reconsidered.*
- British social scientist **Nicholas Maxwell,** on his essay "What Kind of Inquiry Can Best Help Us Create a Better World?," with discussion by **Donald Schön,** of MIT, and **Lee Shulman,** of Stanford.
- Presenting commissioned papers — **Peter Ewell,** of NCHEMS, on the communication gap between campus leaders and external critics; **Paul Burgess,** of Arizona State, on teamwork; and **Jamil Zainaldin,** of the Federation of State Humanities Councils, on the external applications of faculty scholarship and expertise.

Nicholas Maxwell

Sessions, Workshops, Etc.

Peter Ewell

Case studies, panel discussions, and single-presenter sessions will focus on leverage points for change; discipline-based teaching and peer review of teaching; the collective responsibilities of faculty; the faculty reward system and issues of applied research and scholarly practice; and bridges to higher education's stakeholders. New formats this year include hands-on workshops and consulting lunches.

Team Incentives

Institutions are encouraged to send teams of 3 to 6 members. Time has been set aside for special team meetings, team leaders receive the Program Book in advance, and team members get substantial discounts on registration fees.

Register Today! Space Limited to 750!

If you have not received conference registration materials by mid-November, contact Kris Sorchy, Project Assistant, AAHE Forum on Faculty Roles & Rewards, at (ph) 202/293-6440 or (fax) 202/293-0073.

Second AAHE Conference
on Faculty Roles & Rewards

January

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AAHE NEWS

AAHE Education Trust

School/College Collaboration Conference

It's not too late to make plans to attend AAHE's Fourth National Conference on School/College Collaboration, *December 5-8, 1993*, in *Pittsburgh, PA.* Scheduled presenters include **Cornel West,** author of *Race Matters;* **Sharon Robinson,** U.S. Assistant Education Secretary; and **Ernesto Cortes,** Director, Industrial Areas Foundation Southwest, among others. They will address the conference theme, "Reimagining Partnerships for Professional and Organizational Development."

West

If you did not receive a Preliminary Program (sent to all AAHE members at the end of September) and would like to learn more about the conference, contact Carol Stoel, conference director, at AAHE. (See the "AAHE in Action" calendar for specific registration deadlines.)

Member Benefits

Women's Caucus Dues

The AAHE Women's Caucus instituted annual dues of $10, beginning with the new academic year. The dues will support caucus activities such as program development for National Conference sessions and a caucus newsletter. The Women's Caucus has been active since the 1970s.

Dues for the other AAHE caucuses are: American Indian/Alaska Native $10/yr., Asian Pacific $15/yr., Black $15/yr., Hispanic $25/yr., and Lesbian/Gay $10/yr. Membership in AAHE's caucuses is optional, but you must be an AAHE member to join. All caucuses are open to all AAHE members.

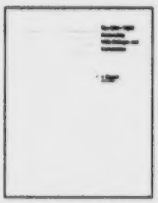
For more information about caucus membership, benefits, and activities, call Judy Corcillo, membership development coordinator, at AAHE at 202/293-6440, ex. 22.

AAHE CQI Project

Two New Resources

AAHE's Continuous Quality Improvement Project is offering two new publications.

IBM-TQM Partnerships. (#CQ9301, 72pp.) Last year, IBM awarded $1 million each to nine colleges and universities nationwide to encourage the teaching, research, and use of total quality management (TQM) principles on their campuses. IBM then commissioned a "baseline report," authored by Daniel Seymour, to document each institution's proposal and pre-award efforts to implement TQM. *The IBM-TQM Partnership With Colleges and Universities* is one of the few published, "up-close" looks at actual implementation strategies in institutions of varying sizes and types. Copies of the report are available from AAHE **free while supplies last** (limit one per person). To order your copy, fax or mail your name and mailing address to "IBM-TQM Report," Attn: Publications Dept.



***Change* reprint.** (#CQ9302, 48pp.) The practice of TQM — or continuous quality improvement, as it is increasingly referred to — has grown rapidly on campuses during the last two years, and the literature is barely keeping up.

Response to the May/June 1993 issue of *Change* on the topic ("TQM: Will It Work On Campus?") was so great and so positive that AAHE's CQI Project has reprinted the seven articles on TQM in a separate publication. The articles are: "case studies" of the Maricopa Community Colleges, ten Boston area schools, and the University of Wisconsin-Madison; a profile of three colleges awarded $1 million grants from IBM to practice TQM; a review of lessons higher education can learn from industry; Ted Marchese's "TQM: A Time for Ideas"; and Peter Ewell's

(continued on back cover)

AAHE in Action

1993 School/College Collaboration Conference. Pittsburgh, PA. *December 5-8, 1993.*
- **Team Registration Deadline.** *November 8, 1993.*
- **Early Registration Deadline.** Registration increases $20. *November 15, 1993.*
- **Registration Refund Deadline.** Requests must be in writing and postmarked/faxed by deadline. *November 15, 1993.*

1994 Forum on Faculty Roles & Rewards Conference. New Orleans, LA. *January 28-30, 1994.*
- **Discount Hotel Rate Deadline.** *December 30, 1993.*
- **Early Registration Deadline.** Registration increases $20. *January 7, 1994.*
- **Registration Refund Deadline.** Requests must be in writing and postmarked/faxed by deadline. *January 14, 1994.*

1994 National Conference on Higher Education. Chicago, IL. *March 27-30, 1994.*

1994 AAHE Assessment/CQI Conference. Washington, DC. *June 12-15, 1994.*
- **Proposal Deadline.** *December 10, 1993,* and *January 10, 1994.*

Bulletin Board

by Ted Marchese

Welcome back for news about AAHE members (names in **bold**) doing interesting things, plus items of note . . . do send me news!

PEOPLE: SUNY Press releases *two* new books from **Clark Kerr** this fall, *Troubled Times for American Higher Education* and *Higher Education Cannot Escape History* (orders: 607/277-2211) . . . his associate **Marian Gade** tells me that a third book is on the way, Kerr's memoirs, with 15 chapters already completed. . . . Marian herself has a special report out, *Four Multicampus Systems: Some Policies and Practices That Work*, from the Association of Governing Boards (orders: 1/800/356-6317). . . . Back to SUNY: chancellor **Bruce Johnstone**'s paper on the "productivity of learning" is on everybody's "most discussed" list this fall . . . we'll give you a look at the arguments in next month's *Bulletin*. . . . AAHE Board member **David Sanchez** departs Los Alamos for College Station, new academic vice chancellor of the Texas A&M system. . . . **Paul LeClerc**'s move was geographically a bit shorter, from the Hunter presidency to head of the New York Public Library. . . . Indiana president **Tom Ehrlich** announces he'll step down in '94 after seven years in the post. . . . Best wishes to new presidents **Martha Kanter** of De Anza and **Freeman Hrabowski** at UMBC . . . and to **John Thorpe,** new provost at Queens College/CUNY, and **Michael Berger,** new dean at Beaver.

Johnstone

Sanchez

Vallejo

PUBLICATIONS: I have two to recommend this month, both modeling types I'd like to see more often. First is a 275-page *Handbook for Enhancing Undergraduate Education in Psychology*, covering a host of front-burner topics (teaching, curriculum, advisement, assessment) in solid fashion, produced by disciplinary writing teams led by ASU-West's **Tom McGovern** and APA's **Cynthia Baum** . . . $29.95 from APA Books, 1/800/374-2721. . . . Like to see other disciplinary societies try this, as I'd like to see the accrediting community provide intellectual leadership . . . positive case in point, from a Western Association project, is the workbook *Dialogues for Diversity: Community and Ethnicity on Campus*, 184 highly useful pages for any campus, put together by project codirectors **Martin Kramer** and **Stephen Weiner** . . . $16.50 from Oryx Press, 1/800/279-6799.

MORE PEOPLE: Harvard has launched five faculty-wide projects designed to encourage interdisciplinary work on pressing social problems, including a Project on Schooling and Children directed by **Kay Merseth.** . . . Vice chancellor **Bill Waechter** and our other CQI colleagues at Maricopa were beaming as one of the district's colleges, Rio Salado, won an Arizona Governor's Award for Quality. . . . Query: Is this the first college in the country to win one of these new state-level "mini-Baldrige" awards? . . . Cheers in the office for AAHE Hispanic Caucus leader **Maria Vallejo,** named VP for academic/student services at Nassau CC. . . . **Eric Dey** moves from UCLA's to Michigan's higher-education studies program . . . another new higher-ed prof is former AAHE intern and Cornell Ph.D. **Edwin Gordon,** at UNC-Greensboro. . . . James Madison's **John Noftsinger** has a through-January appointment (until the end of Gov. Wilder's term) as Virginia's deputy secretary of education. . . . Hats off to CIC (the small-colleges association) and its president **Allen Splete** on their largest grant ever, $1.25 million for work to extend knowledge about a terrific concept, service-learning. . . . AAHE cosponsors the every-second-year conference on TA training, this time Nov. 10-13 in Chicago, with Antioch's **Gene Rice** as lead speaker.

TOUGH TIMES: Missouri VPSA **Charles Schroeder** worries that student-affairs people have been unusually hard hit in retrenchments so far, feels that the future of the profession lies in a clearer focus on undergraduate student learning, and is using his presidency of ACPA to push things in that direction. . . . Lots of rethinking going on these days: education's three unions — the AFT, NEA, and AAUP — had a joint meeting last month to worry about the future of collective bargaining in an era of tight budgets and accountability. . . . Lots of closed-door discussions going on, too, about the future of accreditation, with big changes a distinct possibility.

LAST WORD: Doesn't this *Bulletin* look nifty? Good reading, too. . . . Thanks for the work behind it to our dear office colleague of just a year, **Clara Lovett,** who "mid-spring" winds up her work with AAHE's Forum on Faculty Roles & Rewards to assume the presidency of Northern Arizona University.

"Total Quality and Academic Practice: The Idea We've Been Waiting For?" The reprint is perfect for buying in bulk and distributing widely on campus. Single copies: AAHE members $8, nonmembers $10; 2-9 copies, $5 each; 10+ copies, $3.50 each. Shipping additional.

Order policies: Add $4 shipping (UPS) for orders $25 and under; $6 for orders $25.01-$100; over $100, shipping will be billed at cost. For *orders under $50*, AAHE members may prepay, be invoiced, or submit a P.O.; nonmembers must prepay. *All orders over $50* must be accompanied by P.O. or payment.

National Conference

"Imagining the Future Workplace"

The theme of AAHE's upcoming 1994 National Conference on Higher Education (Chicago, March 23-26) is "The 21st Century Academic Workplace." But what *should* that workplace look like? In the September *Bulletin* (box, page 10) we invited you to ponder the question — and to share your answers with the AAHE staff.

If you haven't already applied your imagination to the task, give it some thought. We will use the material you generate in planning the 1994 National Conference and will publish the most creative contributions in a future issue of the *Bulletin*.

Send your suggestions to: "Imagining the Future Workplace," c/o Bry Pollack, AAHE Bulletin, One Dupont Circle, Suite 360, Washington, DC 20036-1110; fax 202/293-0073.

Member Benefits

Quick Access . . . By Fax

Beginning December 1, AAHE will pilot a new member service: quick and convenient "fax on demand" access to conference papers and other useful materials. The first offerings on the service will be presentations from AAHE's four annual conferences — the National Conference on Higher Education and the AAHE conferences on assessment/CQI, school/college collaboration, and faculty roles/rewards. Papers from other sources may also be offered.

Every month the *Bulletin* will list the materials currently available and a code and price for each. The conference papers will be discounted for members. The menu will be updated throughout the year, as AAHE provides you with timely pieces that reflect some of the best thinking on issues of interest to the higher education community.

To access the service, you will call a special phone number and follow the user-friendly voice prompts, which will direct you to key in your member number (printed on the mailing label of each *Bulletin*), a credit card number, and the code number(s) of the material(s) you want. In a few moments, the fax machine you designate will receive and print the document(s).

A free menu of offerings will be available by calling the number and following the voice prompts. Watch future issues of the *Bulletin* for updates. ■

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AAHE members receive free the *AAHE Bulletin* (ten issues/year) and *Change* magazine (six issues/year); discounts on conference registration and publications; special rates on selected non-AAHE subscriptions; Hertz car rental discounts; and more. To join, complete this form and send it to AAHE, One Dupont Circle, Suite 360, Washington, DC 20036-1110.

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AMERICAN ASSOCIATION
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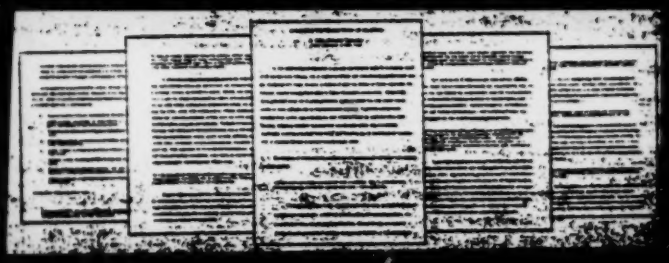
ENHANCING THE PRODUCTIVITY OF LEARNING

a provocative paper by D. Bruce Johnstone



and reaction

by Dolores Cross, William Massy, Alfredo de los Santos, Jr.,
K. Patricia Cross, Joseph Flynn, and Blenda Wilson

ADVICE TO NEW PRESIDENTS

VPs and Deans Get Their Turn

by William Laramee

BRINGING THE 'TEAM APPROACH' TO GENERAL STUDIES

by Richard Edwards

UPDATED & EXPANDED
PUBLICATIONS LIST

AAHE NEWS

BULLETIN BOARD
by Ted Marchese

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In this issue:

This month, we're pleased to bring you a newly expanded and updated AAHE Publications List. Since the last iteration in November 1992, six new books have been added (a 27% increase in the number of titles), and the ordering/shipping policies have been completely revamped. Several more offerings are already in the pipeline and will appear in future editions of the list.

As AAHE's publications inventory has expanded, so too has its fulfillment operation. In the last year, some 2,500 orders for books were filled, and many times that number of inquiries answered . . . we've installed new fulfillment software . . . we've put the fulfillment clerk's extension (x11) on voice mail . . . we've standardized the hours that clerk works (M-F, 2-5 PM Eastern), and set them later in the day to better accommodate our West Coast members . . . we've switched our standard delivery mode from 3rd Class Mail (7-14 days) to UPS (2-5 days) . . . all in a continuing effort to serve you better. We hope you notice a difference.

P.S. Just a reminder that the next issue of the *AAHE Bulletin* you receive will be the Preliminary Program for AAHE's flagship conference, the National Conference on Higher Education (March 23-26, 1994, in Chicago). The *Bulletin* will return to its regular format in February. See you then.

—BP

3 **Enhancing the Productivity of Learning**/a much-discussed and controversial improvement proposal/*by D. Bruce Johnstone*

Reaction/*by Dolores E. Cross; William F. Massy; Alfredo G. de los Santos, Jr.; K. Patricia Cross; Joseph G. Flynn; and Blenda Wilson*

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SUNY's chancellor stakes out a position.

For many years, the forbidden word of academic discourse has been "productivity." It is permitted to speak of "doing more with less," and there are other euphemisms, but the "P word" itself is clearly a no-no . . . as in, "We're not running a factory here, we're cultivating the life of the mind!"

Not coincidentally, with productivity such a pressing issue in corporate and government circles, people have begun noticing that education (like the law) has accomplished virtually no gains in productivity over the past decades, and in that sense may be thought of as a drag on societal progress.

This past summer, SUNY chancellor (and AAHE member) **Bruce Johnstone** *broke the internal silence on the issue with a long paper, "Learning Productivity: A New Imperative for American Higher Education." It quickly became the most passed-around and discussed paper in years. To bring you into the debate, the* Bulletin *here reprints a short-form version of that longer paper, prepared by the Chancellor's Office as a prompt for discussion. With Johnstone's encouragement — he wants the ideas he's broached to be debated — the* Bulletin *asked six other AAHE members to comment.*

Here's Johnstone's argument, with the six replies. You have a further opinion of your own? Send us a letter; we'll hope to run several in the February issue.

—Eds.

ENHANCING THE PRODUCTIVITY OF LEARNING

(The short version.)

by D. Bruce Johnstone

As the costs of higher education to parents and students begin to exceed the reach of all but the most affluent, and as persisting deficits and other pressing public needs dim the likelihood of a major increase in federal or state tax dollars to higher education, the pressure mounts for significant gains in higher education's productivity.

Increasingly, these gains will come not in more productive *teaching*, which has very nearly run its course in most colleges, but in more productive *learning*: beginning college-level learning at an earlier age, reducing the time that students spend on activities other than learning (including excessive vacations and unused parts of the day), minimizing duplicative learning and other "easy rides," and lessening the all-too-frequently aimless drift of students through prolonged undergraduate years.

D. Bruce Johnstone is chancellor of the State University of New York, SUNY Plaza, Albany, NY 12246.

The concept of enhancing the productivity of learning is driven by ten assumptions or propositions:

1 Colleges and universities must become more productive: that is, produce more learning, research, and service at lower unit costs — more efficiently.

Market and political forces alike are demanding more productivity from all colleges and

universities: public and private, undergraduate and graduate, two- and four-year, selective and less-selective. The challenge is to become genuinely more productive — not just cheaper and shabbier, or less scholarly, or otherwise merely less costly.

2 The search for increased "productivity" through the addition of still more students per class, or more scheduled courses per faculty member, or further reductions in instructional and administrative support will not, by itself, yield significant, sustainable savings without unacceptable losses in quality or capacity.

The preoccupation with *teaching productivity* assumes that faculty can teach significantly more students than they now teach with no long-run diminution of quality and no serious loss of service or research. However, most full-time faculty in America teach in community colleges, four-year public colleges, or small private and proprietary colleges, where they teach three, four, or five courses; advise students; keep up with their discipline; maintain their community and scholarly activities; create new courses and academic programs; and govern their institution. The faculty of research universities teach undergraduate and graduate students; keep up with their field; conduct and disseminate their research; perform university, community, and national service; and maintain America's commanding lead in worldwide scholarship. While there clearly are faculty and staff in any institution who we wish were harder working, more effective, or just luckier, the popular image of widespread shirking or misplaced priorities is simply wrong.

3 The more substantial and sustainable productivity gains in higher education lie in measures that lead to more learning from the students rather than merely to increased workloads of faculty or of administrative and professional staff.

This is the driving assumption of the *learning productivity* model: that we need to focus more on the student and his or her learning, and to be a little less preoccupied with, and critical of, the faculty (and all of the rest of the administrative, professional, and clerical support staff of our colleges and universities) in our quest for more productivity.

4 Students, on average, can learn far more in any given span of time than they now do. Expressed another way, most students, with the appropriate curricula, pedagogy, technological support, and incentives, can meet our learning goals in less time and at less cost than they currently do under our conventional instructional modes and incentives.

This is not to say that all students can learn faster and more efficiently. Some already fill their days and semesters, even entire years, very productively; others may need even more time than they now are taking to reach their learning objectives. But the demonstrable distractions, redundancy, and nonlearning time in the current undergraduate experience — especially for students who are taking six or more years to achieve the baccalaureate — make it virtually self-evident that learning *could* take place much faster and with greater efficiency.

5 More of our undergraduate teaching and learning must be individually paced "mastery learning," in which the level and content of learning is prescribed and the time necessary for mastery is the dependent variable — as opposed to our conventional mode of teaching and learning, in which the span of time (e.g., a fifteen-to-sixteen-week academic semester) is established as the critical "given" and the actual learning is allowed to vary.

The great barrier to efficient and thus productive learning, aside from the grossly excessive vacation periods, is the packaging of teaching and learning into fixed units of time: semesters or terms, generally of about fifteen weeks of effective teaching. If a student completes the learning goals of a fall semester course in, say, the third week in October, he or she is expected either to learn even more (a laudable goal) or, perhaps more realistically, to slack off and coast for the rest of the fall term. The alternative is to teach to mastery of the specified learning goals, individualized and frequently self-paced, and to award the appropriate credit forthwith and move the student on to new learning objectives.

6 The potential of individualized, self-paced instruction has been greatly enhanced in just the last few years through greatly improved and more affordable educational technology.

It is only in the most recent years, with the affordable technologies of interactive personal computers, sophisticated software, and storable video, that educational technology has given us the capacity to replicate the individually paced mastery learning of the personal tutor in a form that is potentially more efficient and more productive.

7 Undergraduates should be required and assisted to focus their studies more expeditiously — and discouraged from excessive experimentation and "drift."

There are undoubtedly some virtues in the very American tradition of encouraging nearly unlimited undergraduate curricular experimentation, changes of major field, and the interruption and subsequent resumption of learning. But this pattern, unique in the world, is also enormously costly — both for the faculty and facilities required for a typical undergraduate degree and for the student, who may be kept from a better and higher-paying job far longer than is necessary.

8 Year-round study alone — quite apart from the intensity or concentration or productivity of the time during which

learning is supposed to be taking place — could shorten students' time to degree.

The collegiate academic year is even less defensible than is the American middle and high school calendar. The summer break, especially, is beyond anything needed to rest and recharge intellectual batteries. As to the defense of the need to work and earn money for tuition, a simple calculation of the present value cost of delaying entry into a higher-paying, nontemporary job will reveal the clear economic advantage to the student of year-round study, even if it necessitates additional short-term borrowing.

9 Many if not most young people aged 16 to 18 are capable of college-level work, given the proper curriculum, standards, and teachers — and the proper motivation.

College-bound students in most other countries are expected to know by the time they finish secondary school what American students are expected to learn during their first year or two of college. One of the easiest ways to reduce the average time spent attaining the American baccalaureate degree would be to increase the amount of college-level learning during the high school years — through external examinations (the Advanced Placement model), by releasing high school students to take courses for dual credit at a nearby college, or through collegiate certification of certain high school courses and teachers as deserving of college credit.

10 Graduate and advanced professional education, in most fields and for most students, should begin at an earlier age and should overlap more efficiently with the undergraduate major.

A corollary to the prolongation of the undergraduate experience in America is the deferral of even the start of most graduate and advanced professional learning until after completion of the baccalaureate — usually at age 22, if the baccalaureate has taken only four years, and increasingly at a much later age, after several times stopping in and out of college or several changes of major. Again, this is partly — and wonderfully — a reflection of the openness of the American higher education system: the virtual absence of closed doors or irrevocable steps. But the monetary cost is high — to the taxpayer, the parent, and the student. And if the preceding assumptions are valid, then it stands to reason that more students can and should be starting their medical, law, pharmacy, and advanced graduate work at an earlier age, intent on entering their initial careers while younger — and less encumbered with debt.

Next Steps

Learning productivity is more a perspective than a program and should not be equated with a single example, such as a three-year baccalaureate, however attractive this soundbite. Colleges and universities interested in the serious enhancement of *learning productivity* will consider taking some or all of the following steps:

- Encouragement of more college-level learning during the high school years.
- Redesign of curricula, course schedules, and faculty course assignments to ensure that well-taught courses are available in the proper sequence.
- Stipulation of clear and measurable learning outcome expectations for each "course."
- Maximization of individual and self-paced instruction to achieve shorter average course-completion times.
- Redesign of the academic calendar year to accommodate year-round learning in modules of flexible lengths of time.
- Redesign of "workload" expectations for faculty to encourage faster student progress.
- Redesign of student aid and college tuition payments to reduce financial disincentives to year-round study and faster baccalaureate completion.
- Assurance of earlier entry, as appropriate, into graduate and advanced professional study.

Students, parents, and taxpayers all stand to gain. ■

Note

This article is a condensation of Bruce Johnstone's paper *Learning Productivity: A New Imperative for American Higher Education* (SUNY, 1993). Single copies are available from the Chancellor's Office, SUNY Plaza, Albany, NY 12246.

REACTION

Dolores E. Cross

President, Chicago State University

Chancellor Johnstone's paper addresses the traditional student moving directly from high school to college, and with parental support. Many of its suggestions simply are not applicable to nontraditional students, who comprise a large portion of enrollments at urban universities such as Chicago State University. Furthermore, the recommendations assume levels of academic preparedness and financial strength not necessarily the case for many of CSU's students.

First, many of the students who come to CSU have good GPAs, tremendous potential, and a determination to succeed. However, in too many cases, they lack the courses required to meet new, increased state [admissions] standards and must make up these deficiencies at the university; thus, they must begin their

college careers working to achieve a "level playing field." I realize that universities are doing what the secondary schools and, in some cases, the community colleges should be doing, but the reality is that too often students haven't been advised to take the appropriate courses, or they have graduated from high schools that didn't offer all of the required courses. Given that, to presume that these students have had the opportunity to take college-level courses while still in high school would really be a leap.

Second, year-round classes *do* exist — in the form of summer course offerings. But suggesting that students forego summer employment and instead borrow more money in order to graduate sooner doesn't recognize several realities. Encouraging more borrowing, particularly among low-income students, is what got higher education into our current default situation in the first place. Furthermore, borrowing is not the answer for independent students who have families to support. And then there is the issue of child care: How are student-parents to supervise their out-of-school children, or pay for child care, if they are not working?

Third, perhaps some students *can* learn more than they do now in a given span of time; however, I doubt that CSU's students, who commute between school, work, and child care, can devote greater spans of time to learning. Consider, for instance, one of CSU's students who attends classes full time, cares for a teenaged child and a grandchild, and must work overtime to keep her job at the post office. More than once this student has come close to falling asleep at the wheel of her car. Her story is not unique.

Fourth, while I agree that educational technology can enhance self-paced instruction, institutions oftentimes lack the resources to purchase the technology and to train people in its use. CSU has experienced a 57 percent increase in enrollment without a commensurate budget increase: How are we to purchase the needed computers? I know that we are not alone in this dilemma.

Finally, given all this, we need to look at the reality that students may need more than four years, not less, and that they likely will change their programs midstream. But is this not preferable to making a wrong career choice? Perhaps what was previously considered the "normal time" to graduation (i.e., four years) should now be considered an *accelerated* program, since the current norm is five years. ■

William F. Massy

Professor of Education, Stanford University, and Director, Stanford Institute for Higher Education Research

Bruce Johnstone's paper should be welcomed for its valuable insights, and also because it represents "straight talk" on a sensitive subject. The idea that "colleges and universities must become more productive: that is, produce more learning, research, and service at lower unit costs — more efficiently" is not widely embraced within the academy. Yet improving productivity is essential if higher education is to solve its problems and contribute optimally to the nation's needs.

Johnstone is right in pointing to *learning* productivity, not *teaching* productivity, as the overarching goal: Learning productivity represents the educational "bottom line," and it offers many more degrees of freedom for action than does the narrower framework of teaching productivity.

The essay leads one to an urgent policy question: What factors inhibit improved learning productivity, and what can be done about them? "Speed-ups" in the form of increased teaching loads or larger class sizes are not the answer, as Johnstone points out. Instead, faculty should reexamine curricular and pedagogical approaches, including the use of technology and individually paced learning; and institutions should review their incentive structures, support infrastructure and services, and even the academic year.

Unfortunately, our Stanford research team is finding that academic processes — including those at the department level — tend to atomize relations among faculty rather than encourage the team efforts needed to improve learning.* That is, they tend to constrain rather than enable effective teaching and learning. Only a significant emphasis shift toward the principles of continuous quality improvement will improve learning productivity. This will not be accomplished quickly or easily, but the Pew Education Program's efforts to engage institutional officers and faculty in dialogue about academic reform, as well as AAHE's own initiatives on departmental incentives, represent hopeful developments. ■

*See Carol Colbeck, Andrea Wilger, Susan Christopher, John Jennings, and William F. Massy, "Departmental Features That Constrain or Enable Effective Teaching," a paper presented at the 1993 ASHE meeting. Contact the author for details.

Alfredo G. de los Santos, Jr.

Vice Chancellor for Educational Development, Maricopa Community Colleges

I am in complete agreement with Chancellor Johnstone. He is right: *Learning productivity* is an idea, a restatement of the question — from teaching to learning.

But I wish that he had addressed the issue of how to assess student progress. Individualized, self-paced instruction failed some twenty to twenty-five years ago largely because we could measure only insignificant

student objectives.

Higher education will have to make major, major changes across all levels — at public schools, at community colleges, and at four-year colleges and universities — if we are to implement Bruce Johnstone's vision. The Maricopa Community Colleges are doing many of the things on his list — as are many other institutions. But we all have a long way to go.

My position? Let's try it! Let's go for it! ■

K. Patricia Cross

Elizabeth and Edward Conner Professor of Higher Education, University of California, Berkeley

Bruce Johnstone has done higher education a service in setting forth ten practical ways to increase the efficiency of students' learning. He has performed an even more valuable service, however, by defining in a very concrete way what he means by "productivity." There is no ambiguity in these recommendations: Productivity means getting more students through the pipeline to a college degree more rapidly and more efficiently.

My quarrel is not with the recommendations, but rather with the goal. If the goal of higher education is to get students through college and into the world of work as quickly and expeditiously as possible, then Johnstone's recommendations appear sound and workable. If, however, our goal is to educate students to be lifelong learners, concerned citizens, and productive workers, then I raise the following concerns:

1. The demands of the twenty-first century call for a move away from the old "chunked" lifeplan, which presents life in three roughly equal chunks: full-time education for the young, full-time work for the middle-aged, and full-time leisure for the elderly. The need for lifelong learning, coupled with the chronic job shortage in the United States, plus a longer average lifespan (with better health), is pushing society toward a "braided" lifeplan, in which the three major activities of life — education, work, and leisure — are pursued concurrently throughout life. The current phenomenon of part-time students, part-time workers, and an elderly population who continue to engage vigorously in education,* work, and leisure is probably here to stay. And that requires a major shift in the way educators within institutions think about education. "Front-loaded" education — in which students "complete" their educations as quickly as possible and press on to compete for full-time employment and the assumption of earlier family responsibilities — seems both less possible and less feasible in the future.

2. Ours is a society that is information-rich and experience-poor. In *Megatrends* (Warner, 1982), author John Naisbitt observes that "running out of [information] is not a problem, but drowning in it is" (p. 24). The volume of scientific and technical information nearly doubles between the time students enter college and the time they graduate. Although most teachers recognize the value of moving away from content- or information-loaded teaching and toward helping students develop lifelong learning skills, we have a hard time teaching lasting higher-order learning skills. The pedagogical advantages that occur naturally in experiential learning must be artificially created in an academic learning environment. Teachers are becoming increasingly creative in devising case studies, simulations, role plays, and other activities that attempt to imitate real problems, but it might be more "productive" to help students reflect on the learning that comes from real-life learning experiences in the world of people solving real problems.

The "pipeline" metaphor that we within the educational establishment accept so readily is especially infelicitous, suggesting as it does an educational system sealed off from the outside world, its students under constant pressure, flowing without interruption toward the college degree. Perhaps we should think about increasing the "productivity" of higher education by cooperating with other agencies in the society to share in the education of our citizens.

We need to focus more on the student and his or her learning.

3. Less than fifteen years ago, the highly influential Carnegie Commission took pride in coining the phrase "stop out," and noted with approval the "increased flexibility of college attendance patterns [that] encouraged students to stop out of college for a semester or more before receiving their degrees to spend time working, traveling, or engaging in some other constructive activity".** For younger students without work experience, internships, cooperative education, and community service programs can be richer learning experiences than an equal amount of time spent in the classroom. Perhaps rather than shortening the time to degree to three years in order to turn out graduates faster and younger, we need to *replace* a year of academic learning with a year of experiential learning. We have ample evidence that older, re-entry students, with time and experience on their side, are more motivated, more purposeful, and more impatient with the time wasting that Johnstone finds so costly in younger students.

4. Finally, we know from more

than fifty years of research on college student learning that some of the richest educational experiences of life come not from formal classes but from time spent in informal (nonproductive?) activities that are not labeled "education." Perhaps young people *need* some experimentation, changes of major field, and "drift." Certainly, it is better to experiment during the college years than it is to rush pell-mell into the wrong field and find oneself locked into family and job responsibilities that make redirection difficult or impossible.

Maybe we *can* have it all: greater efficiency, through incorporating Johnstone's recommendations where possible (certainly with students accepting more responsibility for their own learning); more interaction and sharing with other agencies in society; and richer educational experiences for students, with time for reflection and occasional redirection. But I urge caution in adopting an industrial efficiency model that suggests that turning out more graduates in less time will be educationally productive for either those individuals or society. ■

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*Elderhostel, an educational program for people aged 60 and older, enrolled 250,000 learners in 1,800 participating institutions in every state in the U.S. plus forty-five foreign countries last year.

**See *Carnegie Council on Policy Studies in Higher Education: A Summary of Reports and Recommendations.* San Francisco: Jossey-Bass, 1980, p. 9.

Joseph G. Flynn

Distinguished Service Professor, SUNY College of Technology at Alfred, and Codirector, AAHE National Network of Faculty Senates

To engage in an educational discourse that couples productivity issues with student learning is to risk the fate of mixing business with pleasure — even the joy of compromise may be foreclosed. Yet one recalls that it was the establishment of the Harvard Business School that prompted Alfred North Whitehead to formulate his cogent justification for the existence of the university: It caused learning, imaginatively considered, to take place between the young and the old.

I would urge that, as the conversation about productivity unfolds, we strive to preserve the humanistic impulse that I detect in Bruce Johnstone's analysis. Absent any *Sputnik*-like impetus from the global economy, we will have to keep higher education growing during this indeterminate period of fiscal contraction by relying increasingly on intelligence, ingenuity, and imagination.

I translate Johnstone's call for higher education to do more as an appeal to do better. More so, it's an invitation to faculty and students alike to figure out what it means to learn and work smarter, and to do so from within and across disciplines. Perhaps we need also to nurture an ethos of productivity on campus; I am fond of countering the educational metaphor of "student-as-customer" with that of "student-as-worker." "Student-as-producer" would do just fine. The use of the portfolio in fields other than art and architecture may signal a shift in the way we wish to see the fruits of learning. And how might we promote and account for the growth in both the efficacy and repertoire of the ways students learn?

Recently, philosopher-teacher Alasdair MacIntyre argued for the abolition of the lecture method; presuming diverse learning styles among our students, we might adopt a policy of restricted use. Yet, everyone knows that large lecture sections yield great FTE, still the preferred coin of public higher education.

Many of the learning reforms Johnstone calls for are already with us, albeit disparately and discontinuously. Whether these innovations can be organized around humanistic core values rather than competing ones drawn from industry is central to the discussion. Whitehead, in welcoming to Harvard the business school and the serious and creative inquiry it implied, rejected the notion that it be governed by the values of business. Certainly, the business of higher education should still center on the exchange — and perhaps the productivity — of learning, imaginatively considered, between the (not so) young and old. ■

Blenda Wilson

President, University of California, Northridge

If we define our mission as accelerating the time for students to complete our current array of courses, so that they can more rapidly start careers and earn money, we will have failed to prepare them for the global, multicultural, and ethical society that our future democracy must become.

The students of the next generation are racially and ethnically diverse. They are first-generation students, who will not necessarily have acquired either higher-level cognitive skills or the values of tolerance, cooperation, and appreciation for diversity as a result of their previous social and educational experiences. For many, the necessity to work while they attend school will by itself fragment their educational experience, especially if we define it narrowly as course completion rather than as the broadening, maturing combination of a humanistic educational experience. That is what a college education should be at its best.

The Spanish language makes a distinction between *preparación* and *educación*, between training and education. Johnstone's definition of "learning productivity" is useful for *preparación*, but it is dangerously inadequate for defining our mission. *Educación* is more complex than that, and it is more important. ■

A catalyst for more conversations and professional action.

OUR TURN

VPs AND DEANS GIVE ADVICE TO NEW PRESIDENTS

by William A. Laramee

I am struck frequently by how many vice presidents or deans lament their president's style and demands. Yet, these top administrators to the president usually keep their feelings to themselves. For reasons of fear, deference, timing, or belief that "he/she won't listen anyway," they miss (or consciously avoid) the "teachable moment," and so are parties to a conspiracy of silence.

My intent here is not simply to join a list of the many who offer new presidents advice, however. Instead, it is to acknowledge the obligation of the presidential staff, by virtue of their privileged working relationship with the president, to provide that CEO good advice and counsel.

What advice would deans and vice presidents give (or would like to give) their new president? As a dean myself, I've been party to numerous such discussions over the years; to that anecdotal experience I added an informal poll of a sample of top administrators at several small New England colleges. Here's what I found out.

Surprisingly, vice presidents and others in such top posts often wish they could get their president to perform what they term "presidential duties," implying that certain jobs fall uniquely to the CEO. Their comments also imply that these top administrators sometimes have a better understanding of what those special jobs are than does the president.

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Clearly, the items on a list of what ought to be the primary focus or contribution of a new president could be as multitudinous as the number of institutions polled. Depending on whom I asked, then, a new president should —

- Provide leadership where none has existed.
- Deal with destructive interpersonal, interoffice, or interdivisional conflicts that have been diverting constructive energies.
- Build the endowment.
- Restore stability, harmony, and confidence following a turbulent period.
- Develop the institution's identity and image.
- Build the morale and quality of the faculty.
- Establish a strong administrative team.
- Reverse a history of declining enrollments.
- Participate widely in activities — but resist participating on *every* committee, board, and study group on campus, in town, statewide, and nationally.

There are certain contributions that only the president can make, depending in part on time, circumstance, and the institution's unique history and needs. In smaller, less prestigious colleges especially, the special role of the president can be essential to the institution's prosperity, even perhaps its survival. This in mind, as appropriate, the president should take the initiative, not simply respond to others.

Vice presidents usually hold strong opinions about what they need from their president, but the relationship works best when the president is honest about identifying those areas in which he or she feels most comfortable or most effective.

Three Key Areas

Vice presidents and deans most often are concerned about their CEO's performance in three areas: that he or she (1) respect, trust, support, and use the staff; (2) respect and support faculty, (3) and provide vision and ethical

tone for the institution.

Respect, trust, support for staff. As close advisors to the president, vice presidents often are quite sensitive to the ways in which presidents work with (or without) their staff. Particularly, vice presidents and deans would like their president to:

- Let the staff know what is expected. Presidents need to recognize that vice presidents and deans don't know automatically what their president's priorities are in leading the institution.
- Delegate, when appropriate. A corollary to this might be: When delegating, don't meddle excessively. A president needs to allow his or her staff the opportunity to feel they have contributed something of significance to the institution.
- Never humiliate or degrade. Because presidents hold unique positions in the campus hierarchy, their expressions of anger and criticism greatly affect staff. CEOs should model how colleagues ought to treat one another.
- If employees of the institution have open access to the president, handle that access carefully. In disputes, the CEO should be reluctant to shortcut a supervisor's judgment.
- Acknowledge that most staffs are competent; don't make them constantly re-prove it.
- Don't schedule staff as if their jobs were the only things in their lives; recognize that family time is important and necessary.
- Realize that the more good ideas staff initiate, the better the president will look. Presidents shouldn't feel obligated to generate every new idea.
- Keep their vice presidents up-to-date on personnel matters. They should be alerted before the president takes any action, whether positive or negative.

The basic message is that the president should try to establish an institutional climate of trust, support, and fellowship. A friendly environment is far more pleasant to work in and can be just as productive as a competitive, high-stress one. CEOs who look for opportunities to give a "pat on the back" rather than a "chewing out" will find that such positive reinforcement is a far better motivator than is constant criticism. Lectures decrying apathy and demanding enthusiasm and cooperation are no substitute for real empowerment and heartfelt recognition of solid contributions by one's staff.

My intent here is not simply to join a list of the many who offer new presidents advice, however. Instead, it is to acknowledge the obligation of the presidential staff, by virtue of their privileged working relationship with the president, to provide that CEO good advice and counsel.

Respect and support for faculty. Most colleges and universities have some tradition of faculty governance, and it is the rare institution whose faculty do not consider themselves its heart and soul. Accordingly, their perception of the president's regard for faculty has great impact.

Any president will find it necessary to make unpopular or controversial decisions on occasion. But the spirit and morale of the campus community oftentimes will be salvaged if the president, acting out of respect for and sensitivity to faculty beliefs or preferences, has consulted with faculty leaders beforehand. Faculties, like vice presidents and deans, need to feel included in the decision-making process, and for the good of the institution, the president should make the effort to do so.

Although it would be a serious mistake for a president to act against his or her own convictions in making *necessary* decisions, even if those decisions offend or anger faculty, the vice presidents and deans I polled are clear that it would be a serious mistake for the president to trample on faculty feelings.

Vision and ethical tone. Colleges, like people, must have dreams. A dream, a vision, or, even better, an exciting mission evokes an image of the institution that transcends the merely physical manifestations of its campus. From a pragmatic, organizational viewpoint, a well-articulated institutional vision can motivate faculty and staff, attract prospective

students, influence potential donors to make gifts of support, and affirm to alumni the good of their alma mater.

A college or university that already possesses a highly respected identity or a positive vision of the future does not need a new president who feels compelled to change it; what it needs is a supporter and nurturer. However, most institutions cannot afford their president the luxury of acting the loving caretaker. Instead, their identity or vision is in need of the new president's attention. Most of the vice presidents I polled reported that their institution needed a new president who could:

- Significantly increase the percentage of the campus community who bought into the institution's existing vision.
- Identify and articulate a vision not seen previously, but one appropriate to the institution.
- Initiate and oversee an exchange process that would result in a new vision for the institution.

Educators, as a group, are an unusually idealistic lot. Idealism is one of the personality traits that motivate academics to oftentimes forgo more lucrative careers and instead dedicate themselves to the education of others. As a result, the faculty and administrators who make up a college community need to be bound together by an inspiring, idealistic vision and a sense of institutional purpose. Where such vision and purpose do not exist, it becomes the paramount duty of the new president to work to make it so.

As with vision, the president also is primarily responsible for establishing the *values* of an institution. Whether the institution is kind or cruel, honest or dishonest, niggardly or generous, genteel or coarse, thoughtless or thoughtful, altruistic or self-centered, has a lot to do with the values expressed by its president. Where a problem with values is perceived, and where the problem is institution wide, it is the president who must take the lead in changing the value orientation.

Whether the institution is kind or cruel, honest or dishonest, niggardly or generous, genteel or coarse, thoughtless or thoughtful, altruistic or self-centered, has a lot to do with the values expressed by its president. Where a problem with values is perceived, and where the problem is institution wide, it is the president who must take the lead in changing the value orientation.

Obviously, it would be easier for a president to avoid tension by not taking any value stances; she or he could simply stand by and allow the fashion of the day to take precedence, making no distinction between the permissible and the prohibited. It is a courageous president who affirms positive values from a position of clear conviction and determination. It is a strong president who understands that society does not give us the option of examining life issues without restriction. That one's conscience does not give license to indulge without regard to the rights of others. Without such convictions, a president is left to join those whom Dante refers to as "that cowardly band of angels . . . the company of the incapables, who please neither God nor his enemies."

Important Relationships

The job of a college president, especially at a small college, is tough. The literature is rife with advice and counsel from trustees, commissioners, legislators, faculty members, spouses, the media, and many others, meant to aid presidents in fulfilling their difficult roles and responsibilities. Absent is one important voice — that of the president's top administrative team. It's a voice the president must hear, if he or she is to make sense of an environment filled with union issues, losing athletic teams, inadequate parking, budget deficits, unhappy students, and conspirators of silence. Even more, for these vice presidents and deans, service "at the pleasure of the president" in a forthright manner and as willing messengers can create in itself a relationship of trust and growth. Such a relationship helps prepare both the administrative staff and their new president for the responsibilities that await them. ■

A winning strategy borrowed from industry.

BRINGING THE "TEAM APPROACH" TO GENERAL STUDIES

by Richard Edwards

Research universities, especially public ones, are under enormous pressure to improve undergraduate instruction; parents, legislators, and regents have made freshman general-studies programs (or "the freshman experience") a particular target of their ire. At the same time, a virtual revolution is reshaping the industrial workplace, driven by an innovation I'll call the "team approach." And that approach might be just what we in higher education need to renovate our general-studies programs. Surprisingly, the team approach also offers a campus political strategy to avoid the culture wars that in recent years have blocked undergraduate curriculum reform.

The Problems of General Education

On one side stands the modern university. Mine, the University of Kentucky, can serve as exemplar. Freshmen entering UK arrive in Lexington to confront a large, mostly impersonal campus. Large first-year courses, . . . faculty who divide their attention between research and teaching, . . . teaching assistants trying to finish graduate work, . . . and all the other conflicts and pressures that lead to freshmen getting short shrift. Its system of all-faculty-members-being-responsible-for-all-students too often results in no one being responsible for a particular student. Students are more likely to bond to their *non*academic activities — the student publications, fraternities, sororities, sports teams, band, student government, clubs — than to their largely impersonal academic experiences, because it is in the nonacademic that they find sustaining, supportive involvements.

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The University of Kentucky decides that a good idea — even one from outside academe — is always worth a try.

Of course, Kentucky is hardly alone in facing such problems. Nearly all big, public universities struggle with lower-level classes that are too large, inadequate advising, overreliance on temporary and part-time instructors, faculty who are focused on activities other than teaching. Indeed, the situation has created an avalanche nationally of studies, jeremiads, calls to action, and reform plans, virtually all of which conclude that professors should spend more time teaching, especially freshmen and sophomores, and universities should become more "student-oriented."

Even if occasionally mean-spirited, the critics nonetheless have a point: A number of institutional and educational problems have converged to make students' general-studies experience less than desirable. First, there are all those faculty members, TAs, part-time instructors, visiting faculty, and others whose

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preoccupations, frankly, are elsewhere: on their research, on keeping or finding a job, on getting ready for promotion reviews, on graduate students, on the majors in the department. Although we at Kentucky believe our campus has more than its share of highly devoted professors who truly care about first-year students, we lack, like other institutions, an effective mechanism to focus faculty energies and commitments on freshmen.

There are other, perhaps more fundamental problems, too. One is that our faculty members disagree about what should be included in the core curriculum. At UK, as elsewhere, professors have strong and sharply diverging opinions on the question, and we have compromised our differences by agreeing that virtually anything can be included, leaving freshmen with a Chinese-restaurant menu of courses that fulfill their requirements.

Although lamentations are heard that this solution amounts to the faculty abdicating its responsibility to shape the first-year curriculum, the politics of the modern university usually have ruled out a more tightly defined canon. Too often, we fear, students' choices in such a system leave them with courses of study that have more to do with which courses they can get into and when classes meet than with intellectual coherence or consistency.

A second problem is that each instructor typically must teach his or her course without reference to what students might be doing in their other courses. Since the students for each course are recruited more or less at random from the pool of all underclassmen, little coordination is possible. The Composition teacher, for example, typically cannot neatly tie into a concurrently assigned term paper in American History, since the Comp course also contains students taking European History, which might not require a term paper, or even skipping history altogether. Each course necessarily becomes its own little academic island.

One clear casualty of this approach to the curriculum is any chance to offer students a genuinely multidisciplinary perspective on what they are learning. Since each student has made an individual choice of courses, any connections a general-studies instructor attempts to make to other disciplines must, perforce, be self-contained and therefore weak. In truth, students are left entirely to themselves to construct *their own* multidisciplinary perspective, out of many separate *mono*disciplinary courses. It is understandable why so few succeed.

These problems call for more than a band-aid response. Even the popular but simplistic call for professors to do more teaching and less research will not suffice. Such an injunction, for example, would do little to increase intellectual coherence among a student's courses, or to reduce the insular nature of each course. Instead, what is needed is a thorough rethinking of our basic approach, just like the one industry was forced to undertake.

Industry Learns to Compete

On the other side stands industry. American producers, under enormous pressure to become competitive in world markets, have been forced to reinvent themselves. For example, the automakers have been forced to scrap old ways of doing business, redesign their products, focus on product quality and customer satisfaction, and completely revamp how their employees produce cars.

The changes have entered the workplace under diverse banners, sometimes being called "employee involvement," other times "quality circles," "Japanese-style management," "total quality management," or "worker participation"; the most recent, favored by Clintonites, is the "high-performance workplace." But all of these efforts have a common goal: to draw employees into a much deeper commitment to their work by implementing what is at base a "team approach" to production.

The team approach is based on a simple idea: Employees are organized into work teams, and these teams assume the responsibility for building the product. Team-approach advocates observe that work teams take "ownership" of their work processes and, as a result, become much more fully engaged in their work. They take greater pride in product quality, devise new ways to do their jobs more efficiently, and look to learn new skills that will boost their productivity. The potential benefits of such a system are many: Employee morale improves, products are produced at higher quality and lower cost, and customers are more satisfied.

Nowhere is this approach more fully applied or successful than at the Toyota plant in Georgetown, Kentucky, just twenty miles north of the UK campus. The plant, opened in 1986, produces about 240,000 Camrys each year for the U.S. market. A visitor to the plant quickly sees that work organization is different from that in most American auto plants: There are fewer "bosses," fewer distinctions among employees, more consulting among workers. A bit more investigation reveals that all workers are organized into teams, and there are only four basic categories of employees (team member, team leader, group leader, unit manager), compared with the hundreds of classifications in ordinary plants. And teams appear closely focused on the job at hand, with team leaders and group leaders jumping in to help in production when needed.

None of this is accidental, of course. Toyota has been a leader in a self-conscious effort to bring the team approach to American automaking. It refused to adopt traditional American practices and customs, and it has worked hard to inculcate in its employees this new way of thinking about their work. Employees are encouraged to investigate and solve problems as teams, and team members are urged to coordinate with and rely on one another. *Kaizan*, or "continuous

improvement," is emphasized, and training is frequent. Talking with team members and leaders, one quickly perceives a degree of loyalty and belongingness among them that gives the teams cohesion and purpose.

Toyota's approach has produced impressive results. The Georgetown factory produces high-quality cars and provides nearly 5,000 stable, well-paying jobs. In 1993, the plant was ranked the most productive in the United States by G.D. Power and Associates, the widely recognized industry authority. In contrast to General Motors and other companies, which recently announced plant shutdowns and layoffs, Toyota is now undertaking a huge expansion of its Georgetown plant.

Can Universities Learn From Industry?

Can the team approach be useful in a university setting? Some in the academy find any comparison to industry intrinsically distasteful, even repugnant. And most academics rightly have been leery of pitches for the latest corporate fashions, fearing that "products" and "customers" are not easily translated into "learning" and "students." Moreover, our problems are quite different from those faced by industry: If we have "customers," they are our students, who are (or ought to be) active participants in the learning ("production") process. So no easy transfer of management practices seems likely.

Nonetheless, the two universes do share some similarities. Institutions of higher education are under severe institutional stress, just as companies facing the pressure of foreign competition have been for a decade or longer. We are being urged to focus on quality (in instruction), just as auto companies were told to reduce defects. We are strapped for funds, straining to become more efficient and to do more with less, just as industry was pressed to downsize to stanch a flow of red ink. So the question is this: Given our admittedly very different circumstances, can the team approach, now so important in industry, be applied successfully in a university setting?

Freshmen entering UK arrive in Lexington to confront a large, mostly impersonal campus. Large first-year courses, . . . faculty who divide their attention between research and teaching, . . . teaching assistants trying to finish graduate work, . . . and all the other conflicts and pressures that lead to freshmen getting short shrift.

At UK we think so. About a year ago, a small group of UK faculty members launched a pilot project to test the team approach to general education. Our central goal is to devise a system of mini-colleges that will offer the advantages of a small-college environment within the context of the large university. To us, a mini-college includes these necessary elements: a faculty team, a defined group of students who will take a majority of their courses together during their first two years, and a thematic curriculum (and associated cocurricular and extracurricular activities) scheduled around the mini-college's faculty and students.

Of course, many research universities — Illinois, Michigan State, and others — have created special small colleges, frequently giving them their own dorms. Programs for honors students are especially common. What is perhaps unusual in our approach is that we hope to offer a mini-college experience to *all* entering students who want it — honors as well as marginal students, declared majors and students still shopping, the academically committed and those who are not. (Undoubtedly, some students will continue to want the flexibility of the "big-menu" approach, and UK will retain that as an option.)

The faculty team approach is intended to circumvent several of the problems I described earlier. First, the team approach involves a strategy to sidestep the politics of the core curriculum that have dictated that everything be included because the faculty couldn't agree to exclude anything. In the team approach, the goal is to develop many mini-college curricula, each for a small number of students, explicitly eschewing choosing *the* core curriculum for *all* entering students. The approach breaks the impasse, because faculty who will fight hard to have their own department's courses included in a cur-

riculum for all freshmen are much more relaxed — or laissez-faire — about what is to be taught to a small subset of the entering class. The result is an immediate release from the curriculum wars that have paralyzed much of general-education reform.

We quickly saw the benefits of the strategy in our own experience with UK's first mini-college, the Modern Studies Curriculum (MSC). For our pilot effort, we proposed an unusual, even radical, curriculum. For example, the writing requirement is fulfilled by assignments throughout the two-year program, rather than being concentrated in a freshman composition course. The various boards and committees that were required to approve the curriculum — in our case, UK's University Studies Committee, Senate Council, and University Senate — were quite agreeable to what otherwise could have been a bitterly contested proposal.

Thus freed to plan, we began implementing the outlines of our new approach. We recruited a faculty team of thirteen professors from different disciplines across the campus, which then set to work developing the Modern Studies curriculum. We decided to offer a set curriculum: 9 credit-hours of required, common courses in the mini-college each semester of the two-year program. These 36 credit-hours will fulfill almost all of the University's general-studies requirements, leaving only 6 to 12 hours (depending on the student's major) of general studies as electives. Finally, we recruited 124 entering students for our first Modern Studies Curriculum class, which enrolled in Fall 1993.

One important benefit of the team approach is building academic ties among students: Students who get to know one another in their humanities course will go next to their science class, where they will see many of the same students. So, too, that small student community will carry over from semester to semester. We hope that by taking classes and studying together, the students will find it easier to make friends, develop study groups, socialize, and learn from one another. Of course, in choosing the mini-college and its nine hours of required common courses per term, students give up their right to select classes freely from the schedule book, but in return they get the benefit of an intimate academic community.

The team approach is based on a simple idea: Employees are organized into work teams, and these teams assume the responsibility for building the product. Team-approach advocates observe that work teams take "ownership" of their work processes and, as a result, become much more fully engaged in their work.

The mini-college immediately offers wonderful opportunities for making the curriculum truly multidisciplinary. In the large-menu format, we struggle to create coherence across courses, and even impose a specific "cross-disciplinary" requirement on selected courses, thereby implicitly abandoning any such aspirations for other courses that fulfill general-studies requirements. With the team approach, making connections between, for example, the science and humanities courses of the mini-college curriculum is straightforward and quite natural, since the small faculty team purposefully discuss such linkages and they share the same students.

We quickly see other benefits emerging, as well. We assigned one professional advisor to the Modern Studies students, and she immediately developed a strong bond with the students (and their parents). It's a professional commitment reinforced by direct personal engagement, because she recognizes that these students will be "hers" for the coming two years; students — and, even more, their parents — are very relieved to find that someone is specifically focused on them.

Other members of the campus community are picking up on the idea, too. The campus computer director has come forward with an innovative way to link all MSC students and their instructors by e-mail and a dedicated network. And the vice-chancellor for student affairs has offered to build in a residential component, which he sees as a way to improve the quality of dorm life (and even reduce vandalism).

While the new approach has lots of implications for students, life for the faculty on the team is perhaps the most changed. Before, professors were in a race to learn their students' names before the end of the term, only to start over again the next term; and student-faculty interactions were limited mostly to class time. Now, the MSC faculty team will focus on the same group of students in class, outside of class, and between semesters for two years. We have bonded a faculty team with their students; most important, we have given students an *early opportunity to attach to the intellectual life* of the campus.

Imagine, then, each new freshman class entering the research university through an array of general-education mini-colleges, perhaps ten or twelve or even more. Each mini-college could have a different theme or emphasis — one a multidisciplinary approach to the environment, another stressing preparation for scientific fields, a third emphasizing languages and cultures. Yet all would serve to fulfill the faculty's general-education requirements — for humanities, social sciences, natural science, writing, mathematics, cross-cultural experience, and so on — as mandated by the University.

To keep the concept fresh, we intend to make rotation a routine. Some of the older mini-colleges will be regularly phased out; faculty teams will form, re-form, dissolve, and recombine; and new mini-colleges will be formed. (Each faculty team makes a commitment to carry its students through their full two-year program.) And while most courses would be taken in the lock-step curriculum of the mini-college (in Modern Studies, about two-thirds are required), each student would retain two or so electives each semester.

As they move out of their sophomore year, toward more-advanced studies and majors, students would re-enter the larger university environment fully ready to take advantage of its offerings . . . familiar with university life . . . securely ensconced in a web of friendships with fellow students . . . and most important, bonded to the *academic* enterprise of the university.

Now, the MSC faculty team will focus on the same group of students in class, outside of class, and between semesters for two years. We have bonded a faculty team with their students; most important, we have given students an *early opportunity to attach to the intellectual life* of the campus.

There is a wrinkle for us administrators, though. These days, despite shrinking budgets, we are told we must raise the quality of our universities. The team approach can help us perform this piece of legerdemain, because it largely can be constructed out of existing personnel and budgets. Mainly, the team approach redeploys existing faculty and advisors; the greatest appeal of the approach is that it creates for them and their students much better circumstances in which to be successful. But, fellow administrators, watch out: Teaming in industry has allowed companies to eliminate many layers of intermediate managers, supervisors, and bureaucrats. (That means us!)

The biggest question in implementing a team approach is whether faculty members — not just the converted few, but large numbers — will work together on teams. Academic freedom has come to be defined primarily in terms of individual autonomy, and professors are perhaps the last professionals to work so independently, a vestige of a handicraft age. Teaming runs counter to this long-established academic practice.

Nonetheless, just as industry turned to teaming to address serious quality problems, so might we consider the team approach for lower-division instruction. True, under the team approach, teaching practices change. But academic freedom need not be lessened, and faculty retain their primary role in setting the curriculum.

Will our Modern Studies experiment work *exactly* as planned? I hope not. We already have learned a great deal from the experience that has made our early plans obsolete, replaced by even better ideas as new opportunities emerged (our own *kaizan*). But will our experiment in the team approach to general studies work? You bet. ■

AAHE News

AAHE Board of Directors

Sad News

AAHE is saddened to report the death of Board member **Gregory R. Anrig** on November 14, 1993, from cancer. Dr. Anrig, who served as president of the Educational Testing Service for twelve years, had recently joined AAHE's Board of Directors and was planning to retire from ETS at the end of this year.

Dr. Anrig was a valued colleague whose contributions to higher education were widely recognized and appreciated. He will be sorely missed.

AAHE Education Trust

New K-16 Grant

AAHE's Education Trust has been awarded a $50,000 grant from Aetna to support the Trust's national K-16 Council, which fosters cooperation between schools and higher education institutions within the same community. The funds will be used to publish a K-16 newsletter, to be distributed to local K-16 Council members.

My Ten Commandments of Leadership

"Some Simple-Minded but Battle-Tested Views"

President Gregory Anrig presented his Ten Commandments of Leadership at a meeting of the American Council on Education on March 21, 1986.

1. Be yourself. Lead in ways that reflect you. Eventually, people will trust you because of this.

2. Persevere. Stick to what you have set out to do as long as it is right.

3. Know your targets and hold yourself accountable to them more than anyone else does. Know what you are trying to accomplish and know how you can tell when you have accomplished it. Create an open system of accountability understood by all.

4. Don't leave your values at the parking garage. Know what you believe is important, seek it in what you do, and don't settle for less. Stand up and fight for what you believe in.

5. Live by the Golden Rule in leadership. Treat all others as you want to be treated yourself. Show your interest and concern for the people in your organization, but not in a paternalistic or maternalistic manner. Their success is essential for your success.

6. Don't let power go to your head. Power is granted by others; it is a privilege and a trust. With it comes a disproportionate increase in responsibility.

7. Attract able colleagues, delegate to them, but use the "hot stove" approach to be sure you know if there is progress towards agreed-upon goals.

8. Be honest with the public, with the media, with colleagues and with yourself. Don't be afraid to admit you were wrong.

9. Have a good sense of humor, and be able to laugh at yourself and what you are doing. Take your work seriously, but not yourself.

10. Seek and hold jobs, not solely on the basis of title and salary and authority, but because they enable you to contribute to something you feel is important for others as well as yourself.

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AAHE National Office

USC Faculty Survey on Technology

AAHE is pleased to announce that it is a cosponsor of the Teaching, Technology, and Scholarship Project, a national survey of college faculty to determine how they use information technology resources in their instructional and scholarly work. The project is housed at the Center for Scholarly Technology, at the University of Southern California, under the direction of long-time AAHE member **Casey Green.**

The survey, which will be distributed in January 1994, has been designed to be administered on individual campuses and allows each campus to add up to twenty survey questions of its own. Participating institutions will receive a campus profile report, plus comparative national data.

Campuses interested in participating in the survey should contact Casey Green at USC no later than *December 30, 1993,* at ph. 213/740-2327; fax 213/749-1221; e-mail: SURVEY@USC.EDU.

AAHE Education Trust

New Staff Members

Welcome to **Grace Moy,** new project assistant for AAHE's Education Trust. In addition to working on the recent School/College Collaboration Conference, Moy also will help to coordinate the other activities of the Trust, including publications and meetings.

Also, welcome to **Toni Elam,** who has joined the Education Trust as administrative secretary.

AAHE Publications

New Staff Member

AAHE is pleased to welcome **Tangie Ricks,** the Publications Department's new publications fulfillment clerk. Callers can reach her between 2:00 and 5:00 PM, eastern time, Monday through Friday, by calling 202/293-6440, x11. At other times, leave a message and she will call you back.

AAHE Board of Directors

Nominating Committee

Early in January, a nominating committee headed by Past Chair **Blenda Wilson** will select a slate for next spring's 1994 Board of Directors election. The following offices are open for nominations: *Vice Chair*, to be Chair in 1996-97, and *three regular positions*. Each office carries a four-year term. To submit a candidate for consideration by the committee, send his or her resume and a letter describing the contribution the nominee would make to: Brooke Bonner, at AAHE.

AAHE Teaching Initiative

Reflective Practice Conference

AAHE's Teaching Initiative and Pace University's Center for Case Studies in Education plan to cosponsor a conference entitled "Improving Teaching Through Reflective Practice," *July 20-23, 1994*, in *Vancouver, British Columbia*. The conference will focus on strategies to improve teaching through reflective practice — including use of cases with colleagues and students, attention to faculty narratives and stories, use of classroom research and assessment — and will help participants understand how to use the techniques most effectively. Those familiar with cases and those who are just beginning to explore their case-writing and/or teaching skills are encouraged to attend. Enrollment is limited to 100.

For more information about the conference, contact Erin Anderson, Project Assistant, AAHE Teaching Initiative, at AAHE, ph. 202/293-6440, x42; fax 202/293-0073.

(continued on p. 20)

AAHE in Action

Forum on Faculty Roles & Rewards Director Search Deadline. *January 7, 1994.*

1994 AAHE Conference on Faculty Roles & Rewards. New Orleans, LA. *January 28-30, 1994.*
- **Discount Hotel Rate Deadline.** *December 30, 1993.*
- **Early Registration Deadline.** Registration increases $20. *January 7, 1994.*
- **Registration Refund Deadline.** Requests must be in writing and postmarked/faxed by deadline. *January 14, 1994.*

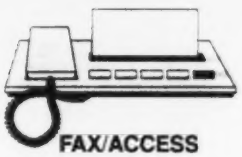
Academic Quality Consortium (AQC) Symposium. Washington, D.C. *February 17-18, 1994.*

1994 National Conference on Higher Education. Chicago, IL. *March 23-26, 1994.*
- **Discount Hotel Rate Deadline.** *March 2, 1994.*
- **Early Registration Deadline.** Registration increases $20. *March 4, 1994.*
- **Registration Refund Deadline.** Requests must be in writing and postmarked/faxed by deadline. *March 4, 1994.*

1994 AAHE Conference on Assessment/CQI. Washington, DC. *June 12-15, 1994.*
- **Proposal Deadline.** *December 10, 1993,* and *January 10, 1994.*

Collaborative Learning Conference. Cosponsored by NCTLA and AAHE. See June *Bulletin* "AAHE News" for details. State College, PA. *June 25-27, 1994.*

"Improving Teaching Through Reflective Practice" Conference. Cosponsored by Pace University and AAHE. See December *Bulletin* "AAHE News" for details. Vancouver, British Columbia. *July 20-23, 1994.*



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Newest Offerings

100 — "Remembering the Heart of Higher Education" by Parker J. Palmer. Finding an image of community that can carry the "heart" of our mission of knowing, teaching, and learning.
(12pp., $5 members/$10 nonmembers)

101 — "Reinventing Accreditation: Should Accreditation Survive Into the 21st Century?" by Ralph A. Wolff. What's wrong with accreditation, and a nine-factor framework for a new model.
(15pp. $5 members/$10 nonmembers)

102 — "Access and Retention: Caring About Outcomes & Doing Something About Them" by Gregory R. Anrig. Findings from research and experience, and what they mean for efforts to improve educational opportunity.
(10pp., $5 members/$10 nonmembers)

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11 — 1994 National Conference on Higher Education Registration Materials, "The 21st Century Academic Workplace"

For more detail, order the free Menu (#10).

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Bulletin Board

by Ted Marchese

Welcome back for news of AAHE members (names in **bold**) doing interesting things, plus news of note . . . do send me items, it's your column.

IN MEMORY: Lots of sadness upon the unexpected death of **Greg Anrig,** November 14th in Princeton, of brain cancer. . . . Greg, just 61, was due to retire after Christmas and eagerly looked forward to family time after twelve pressure-filled years in the ETS presidency. . . . Last summer, Anrig accepted an appointment to our board — the only such commitment he made — out of loyalty to AAHE. . . . In AAHE President **Russ Edgerton**'s words, "For those of you who didn't have a chance to know him, Greg Anrig was an eighth-grade school teacher who took on the world, stood for everything we cherish, and made a huge difference. What a loss."

Stuart

Hall

El-Khawas

PEOPLE: Best wishes to **Shirley Chater,** departing Texas Woman's U. to be the Clinton administration's social security commissioner . . . to Alma provost **Ann Stuart,** off to the presidency of the Hartford Graduate Center . . . and to Maryland's **Bob Birnbaum,** taking a two-year leave to be VP of Miyazaki International College, a new four-year institution in Japan. . . . Congratulations to Mississippi U. for Women president **Clyda Rent,** picked by *Working Woman* magazine as one of America's ten most-admired women managers . . . to **Jim Hall,** the first (and only, since 1971) president of SUNY Empire State College, this year's winner of the Morris T. Keeton Adult and Experiential Learning Award . . . to ACE's **Elaine El-Khawas,** president this year of ASHE, and Penn State's **Pat Terenzini,** the president-elect . . . and to AAHE's own **Sarita Brown,** winner of the Council of Jewish Federations' Shroder Award for her work to strengthen ties between the Hispanic and Jewish communities.

IMPERATIVE: "What does America need from her colleges?" That's the provocative question the Johnson Foundation put to a panel of sixteen prominent citizens (six of them AAHE members) in meetings this year at Wingspread. Now comes their report — *An American Imperative: Higher Expectations for Higher Education* — with a three-part answer: greater attention "to the values undergirding American society"; undergraduate reforms that bring "much higher levels of educational achievement"; and cooperative ventures, especially with K-12, aimed at creating "high-quality learning opportunities responsive to lifetime needs." Like any committee document, the text has its gaps and shortcomings, but the three messages are surely worth a ponder. Copies are $14.95, call 414/554-2434.

MORE PEOPLE: We have a second collegiate recipient of one of those state-level "baby Baldrige" awards, Belmont University, winner of a Tennessee Governor's Quality Award (cheers to VP **Susan Hillenmeyer,** a leader also within our Academic Quality Consortium). . . . It was good to see higher education's three unions — the AAUP, AFT, and NEA — get together recently to talk about the role of collective bargaining in today's climate of institutional change and demands for accountability . . . AAHE's **Clara Lovett** was an invitee, shared relevant findings from our work. . . . I appreciated the *Chronicle*'s recent story on the deployment of faculty teams university-wide at Drexel (they began in its engineering school), and the apt quotes from Drexel provost **Dennis Brown.** . . . Much of the new, CQI-prompted interest in teams has lapped over into an interest in learning communities, a happy development . . . February 11-12 in Seattle, the Washington Center takes a ten-year retrospective look at learning communities; details from **Jean MacGregor** or **Barbara Leigh Smith,** at 206/866-6000. . . . Another good idea that CQI leads people to is classroom research (a.k.a. pedagogical assessment) . . . several AAHE members will mount an International Conference on Classroom Research in San Juan, P.R., January 20-22, with **Pat Cross** as keynoter; info via 809/759-0178, x390. . . . Maine chancellor **Bob Woodbury** has resigned, plans to run for governor. . . . Also resigning, next May 31, is Webster's talented president **Dan Perlman,** out since last summer for treatment of a lymphoma, now "on the way to renewed good health." . . . Several "public" institutions seem now to be using "publicly assisted" as their new descriptor, especially as state support slips . . . the term presages potential new forms of relationship with state government . . . in that regard, keep an eye on St. Mary's College of Maryland, where a year ago president **Ted Lewis** inked a high-autonomy pact with officials in Annapolis. . . . Next month, watch this space for the 1994 National Conference Preliminary Program . . . see you in February! ■

Search for a New Director

Clara M. Lovett, director of AAHE's Forum on Faculty Roles & Rewards and formerly provost at George Mason University, has recently accepted a position as president of Northern Arizona University. AAHE is now conducting a search for her replacement.

Project purpose. The Forum was established a year and a half ago with a three-year grant from FIPSE. Its purpose is to lend status, direction, and practical guidance to the national reexamination of faculty work, evaluation, and rewards. The Forum sponsors a national conference each January that not only serves as a clearinghouse but also encourages thought about new lines of work (such as new modes of evaluating teaching and professional service and new modes of department-level assessment).

Responsibilities. The director of the Forum is responsible for leading and managing all aspects of Forum activity: fashioning the program for the annual conference; soliciting/editing or authoring pertinent publications; managing a resource clearinghouse; consulting and speaking about faculty roles and rewards.

Qualifications. AAHE is looking for a director who has the intellectual depth to guide and shape the substantive work of the Forum; a feel for the culture of institutions that must balance competing priorities of teaching, research, and service; and the personality and skills to encourage and guide the work of colleagues, organize a complex conference, and speak and write clearly about the issues.

Since the new director will be expected to pick up quickly on the project in mid-course, preference will be given to candidates already familiar with the issues and work of the Forum.

Terms. Salary is negotiable, although its level is constrained by the available grant funds. It is hoped that the new director could take office by June 1994 and would stay at least two years (though funding beyond the current grant is not yet assured).

Submission. Candidates should submit a letter of interest and a resume to Jessica Holmes, Director of Administration, at AAHE, by *January 7, 1994.* ■

AMERICAN ASSOCIATION FOR HIGHER EDUCATION

AAHE members receive free the *AAHE Bulletin* (ten issues/year) and *Change* magazine (six issues/year); discounts on conference registration and publications; special rates on selected non-AAHE subscriptions; Hertz car rental discounts; and more. To join, complete this form and send it to AAHE, One Dupont Circle, Suite 360, Washington, DC 20036-1110.

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AMERICAN ASSOCIATION FOR HIGHER EDUCATION

The 21st Century Academic Workplace

1991 National Conference on Higher Education

March 23-26, 1991
Chicago Hilton & Towers

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In this issue:

Welcome to this special issue of the *AAHE Bulletin*, dedicated to AAHE's upcoming National Conference on Higher Education. Next month, the *Bulletin* will return to its regular menu of interviews, practical articles, and association news.

If you are not an AAHE member and are receiving the *Bulletin* for the first time, you should know that the American Association for Higher Education is a national organization of faculty, administrators, and others joined in their dedication to improving higher education. Each January, the Association devotes this issue of its newsletter, *AAHE Bulletin*, to a preliminary look at the program for AAHE's flagship National Conference on Higher Education — the event that most fully expresses AAHE's values.

The 1994 National Conference is an especially important one, as it will occur during AAHE's 25th Anniversary year as an independent organization serving higher education. Throughout 1994, events in honor of that anniversary are planned, including events at the National Conference (see page 13).

If you're not already an AAHE member, we hope you will consider joining. For more about the Association and its benefits (including savings on conference registration), see pages 4 and 14. And to members and nonmembers alike, we hope to see you in Chicago, March 23-26!

—BP

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"The 21st Century Academic Workplace"

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A message from AAHE's Board Chair.

"Envisioning The 21st Century Academic Workplace"

by Carol Cartwright

The 21st century will soon be upon us. We can spend the next seven years reacting passively to change . . . reworking old structures . . . moving ahead in familiar ways. Or, we can do much more.

On March 23-26, 1994, gather with some 2,000 of your colleagues at AAHE's National Conference on Higher Education, where we'll challenge ourselves to envision "The 21st Century Academic Workplace" and to think creatively about new strategies for dealing with the realities of today and the opportunities of tomorrow.

All of us who work in higher education are well aware that now is no time for "business as usual" —

- Our economic resource base is shrinking, and talk of restructuring abounds.
- We face tough questions about the multiple missions of our institutions, about the meaning of our degrees, and about standards and accountability.
- The many facets of diversity — racial, ethnic, gender, age — and an increasing awareness of students with disabilities challenge our traditional and familiar ways of teaching and learning.
- New forms and conceptions of community are critically needed on campus, undergirded by powerful new ways of thinking about cooperation and collaboration.
- Current and coming generations of information technologies present both problems and opportunities for changing the way we work.
- President Clinton's call to national service has put the spotlight on the breadth and depth of our commitment to both voluntary service and service-learning.

Carol Cartwright is Chair of AAHE's Board of Directors and President of Kent State University.

These issues, and the challenges and opportunities they represent, will form the substantive core of our conference program. In more than 150 sessions, seminars, and workshops, that program will aim to offer the kind of creative "upside-down" thinking that our opening plenary speaker, Charles Handy, writes and speaks about. Join us, and together we will work to chart a new future for the academic workplace.

The 1994 conference is also a time for celebrating AAHE's 25th anniversary as an independent association serving higher education. Starting with a Wednesday evening all-conference buffet reception, we will look back at AAHE's past accomplishments . . . and forward to what a next generation of AAHE members might accomplish on behalf of our shared enterprise.

I hope to see you in Chicago. ■

Registration discounts and sponsorship programs for AAHE members and newcomers.

SPECIAL PROGRAMS

If you are not already a member of AAHE, we hope you'll join AAHE on the enclosed Registration Form; if you are a member, we hope you'll encourage others to attend this important conference.

"Bring A Colleague"

AAHE has always been a gathering place for "academic citizens" . . . individuals who extend their focus and responsibility beyond their own discipline or role and consider what's best for the larger higher education community. In 1994, AAHE will mark its 25th anniversary as an independent association serving higher education with a year-long series of events "Celebrating Academic Citizenship." In the spirit of that special 25th Anniversary theme, AAHE invites its members to help build higher education's next generation of "academic citizens" by identifying such colleagues and sponsoring their attendance at the 1994 National Conference.

Registrants sponsored through this "Bring A Colleague" discount program receive $25 off the basic conference registration fee. They also are invited to participate in special events at the conference designed to acquaint newcomers with AAHE's rich diversity of people and resources.

Because the "Bring A Colleague" program is intended to encourage veteran AAHE members to help *newcomers* get involved in AAHE in a meaningful way, only individuals who are not currently AAHE members and have not attended a past AAHE conference are eligible for this sponsorship discount.

To sponsor one or more colleagues, (1) have them join AAHE on their conference Registration Form and register for the conference at the discounted member rate, (2) have them write in your name as "sponsor" on their Registration Form (by doing so they'll receive the additional $25 discount), and then (3) make a point of finding appropriate ways you can serve as their "conference mentor."

If you have questions about the "Bring A Colleague" program, contact Judy Corcillo, Conference Coordinator, at AAHE at 202/293-6440, x22.

Campus Teams

If you know of at least five others on your campus who are planning to attend the National Conference, consider registering together through the Campus Team Program to entitle everyone on your team to receive a 25% discount off their registration fee.

To benefit from the Campus Team Program, the group of *six or more registrants from the same institution* (1) must contact AAHE before submitting their registrations (to be designated as a "team" and to receive special registration instructions); (2) must send all their Registration Forms together in one packet; and (3) must have at least one team member who is an AAHE member.

In addition to the 25% discount off registration fees, teams receive complimentary room space for team meetings and help in arranging special "meet the leaders" briefings for the team.

To be designated as a team, or for more details, contact Judy Corcillo, Conference Coordinator, at AAHE at 202/293-6440, x22.

National Colloquium on Faculty as Citizens of the Academy

This fall, AAHE mailed special invitations to all chief academic officers asking them to consider selecting a faculty member to attend the National Conference to participate in a special celebration and colloquium "In Praise of Academic Citizenship," in honor of AAHE's 25th Anniversary.

For more details about the program, contact Brian Harward, National Colloquium Coordinator, at AAHE at 202/293-6440, x53.

Forum on Exemplary Teaching

At this year's National Conference, the AAHE Teaching Initiative will sponsor the sixth annual Forum on Exemplary Teaching, a program and series of roundtable discussions designed for faculty working to improve teaching in their own classrooms and beyond. In keeping with the 1994 conference theme, Forum activities will focus especially on the changing character of teaching and learning in "The 21st Century Academic Workplace." Participants in the Forum become campus liaisons to AAHE's Teaching Initiative.

For more details about the Forum, contact Erin Anderson, Project Assistant, AAHE Teaching Initiative, at AAHE at 202/293-6440, x42.

PRELIMINARY PROGRAM

Below is a chronological listing of the sessions and other events in place as of press time. Additional program offerings will be confirmed over the coming weeks. All registrants will receive a final Conference Program Book on site. All events are open unless noted otherwise.

WEDNESDAY, MARCH 23

Morning

Ticketed Event

Professional Development Workshops

Note: Advance registration and fee required. See page 16 for details.

Ticketed Event

AAHE Hispanic Caucus Forum and Luncheon

Sponsored by the AAHE Hispanic Caucus. Note: Advance registration and fee required. See page 15 for details.

Afternoon

Ticketed Event

Professional Development Workshops

Note: Advance registration and fee required. See page 16 for details.

Ticketed Event

Career Development Seminar: "Confronting the 'Divide and Conquer' Syndrome"

Cosponsored by AAHE's Asian Pacific, Black, and Hispanic Caucuses. Note: Advance registration and fee required. See page 15 for details.

Forum on Exemplary Teaching Opening Session

By special registration only. See page 4 for details.

AAHE Research Forum Preconference Planning Session

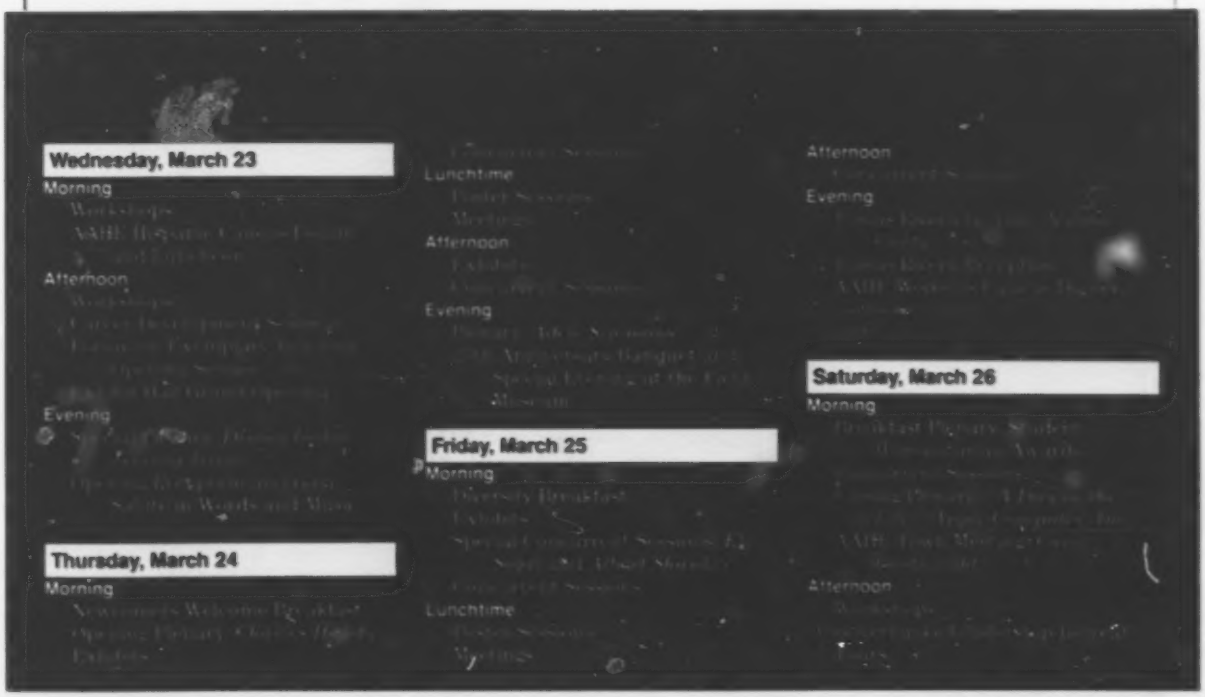
By invitation only.

Exhibit Hall Grand Opening

"Creativity and Collaboration: A Conversation With the Disney Imagineering Team"

To create the academic workplace of the future will require special efforts of *creativity* and *collaboration* from all of us in higher education. This exceptional session is a chance to learn from people who do both for a living. Talk with four members of the Disney "Imagineering" team about how they combine futuristic vision with practical know-how, about how to bring creativity to collaboration, and about the place of imagination within future-oriented organizations.

Presenters: **Barry Braverman,** Executive Producer, Epcot Center; **Tim Delaney,** Executive Designer, Concept Design, Walt Disney Imagineering; **George Gerba,** Senior Concept Designer, Creative Development, Walt Disney Imagineering; **Peggy Van Pelt,** Creative Resources Advisor, Walt Disney Imagineering.



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Evening

Special Plenary

"Creativity and Collaboration: A Conversation With the Disney Imagineering Team"
(See box on page 5.)

Opening Reception

Buffet Reception and Gala Salute in Words and Music
See page 13.

THURSDAY, MARCH 24

Morning

Welcome Breakfast for Newcomers
For new AAHE members and National Conference newcomers. An opportunity to meet members of the AAHE Board, staff, and volunteer leadership.

Opening Plenary

"Reimagining the 21st Century Academic Workplace"
Presenter: **Charles Handy,** Visiting Professor, London Business School, and Author of *The Age of Paradox* (forthcoming from Harvard Business School Press in spring 1994), as well as *The Age of Unreason* (1990), *The Future of Work* (1984), and other books. (See box.)

Sessions

When Collaborative Learning Is the Norm: The University of Aalborg Experience
Presenter: **Sven Caspersen,** Rector, University of Aalborg (Denmark).

Less Cost, More Service: Organizing A University Around Social Problems
Presenter: **Judith Ramaley,** President, Portland State University.

Bringing the Baldrige to Higher Education
Presenter: **Curt Reimann,** Director for Quality Programs, National Institute of Standards & Technology, U.S. Department of Commerce.

School, Work, College: Toward A New System of Standards, Certificates, and Degrees
Presenter: **Lauren B. Resnick,** Director and Senior Scientist, Learning Research and Development Center, University of Pittsburgh.

Diversity, Multiculturalism, and Service
Presenters: **Keith Morton,** Director, Project on Integrating Service and Academic Study, Campus Compact; **Bernice Bass de Martinez,** Assistant Provost, Mills College; **J. Herman Blake,** Vice Chancellor for Undergraduate Education, Indiana University-Purdue University at Indianapolis; **Jane Permaul,** Assistant Vice Chancellor of Student Affairs, University of California, Los Angeles.

Reinventing System-Campus Relationships
Presenters: **Terrence J. MacTaggart,** Chancellor, Minnesota State Universities; **Aims McGuiness,** Senior Associate, National Center for Higher Education Management Systems (NCHEMS); **Charles W. Sorenson,** Chancellor, University of Wisconsin-Stout.

The New American College
Presenter: **Frank Wong,** Provost and Vice President for Academic Affairs, University of Redlands.

Interactive Multimedia for the Mind: Teaching Opportunities . . . and Obstacles
Presenter: **Maryam Mohit,** Interactive Media Producer, The Voyager Company.

Incentives for Using Multicultural Approaches in College Teaching
Presenters: **Helen R. Roberts,** Director, Academic Programs and Support, California State University System; **Barbara B. Lazarus,** Associate Provost for Academic Projects, Carnegie Mellon University; **Olita Harris,** Associate Dean, Division of Undergraduate Studies, San Diego State University; **Madelaine Marquez,** Special Assistant to the President, Mount Holyoke College.

How Shall We Be Judged? Reinventing Accreditation & College Guides
Presenters: **Martin Nemko,** Consultant in Higher Education, Nemko & Associates; **Ralph A. Wolff,** Associate Executive Director, Western Association of Schools & Colleges; **Milton Blood,** Managing Director and Director of Accreditation, American Assembly of Collegiate Schools of Business.

Lunchtime

Lunch in the Exhibit Hall

Meetings

AAHE American Indian/Alaska Native Caucus Business Meeting
AAHE Asian Pacific Caucus Business Meeting
AAHE Black Caucus Business Meeting
AAHE Hispanic Caucus Business Meeting

Roundtable Book Discussions
Roundtable I: *Reflective Faculty Evaluation*, by John A. Centra. Roundtable II: *The Ultimate Advantage: Creating the High Involvement Organization*, by Edward E. Lawler. Read either of these books before the conference, then join in an informal discussion.

"Reimagining the 21st Century Academic Workplace"

Observations on the future and how to manage the changes it is bringing from scholar and author **Charles Handy,** a proponent and practitioner of "upside-down thinking," in which "new ways of thinking about familiar things can release new energies and make all manner of things possible."

Poster Sessions

These fifteen presentations will be repeated at lunchtime Friday.

The Writing on the Wall: Implications of the Faculty Reward Structure
Presenters: **Mitchell Chang,** Research Analyst, Higher Education Research Institute (HERI), and **Octavio Villalpando,** Research Analyst, HERI, University of California, Los Angeles.

The Broad Area Pre-Major: Retaining the Undeclared Student
Presenters: **Phil George,** Professor, Animal and Food Science Department, and **Larry Harred,** Associate Professor, English Department, and **Nan Jordahl,** Associate Professor, Communicative Disorders Department, and **Judson H. Taylor,** Vice Chancellor, University of Wisconsin-River Falls.

Empowering Students Through Portfolio Assessment
Presenters: **Linda Anstendig,** Assistant Professor of Literature/Communication, Pace University; **Carol Solon,** Professor of English and Communication Skills, Norwalk Community-Technical College.

Digitizing History: The Multicultural Archives Project
Presenter: **John Whaley,** Coordinator of Electronic Archives, Virginia Commonwealth University.

Obstacles: What Women of Color as Administrators Are Facing
Presenter: **Felicenne Ramey,** Professor and Associate Dean for Academic Affairs and Research, School of Business Administration, California State University, Sacramento. *Sponsored by the AAHE Black Caucus.*

Developing Multicultural Campus Communities for the 21st Century: Faculty Attitudes, Values, and Actions
Presenter: **Anna Ortiz,** Research Assistant, ERIC Clearinghouse for Community Colleges, and Doctoral Student, University of California, Los Angeles.

A System to Link Assessment and Curriculum for Improving Education
Presenter: **Paul Nichols,** Research Psychologist, College Outcome Measures Program, American College Testing (ACT).

Creating an Electronic Portfolio: 40 Years of Assessment, Educational Planning, and Academic Advising at Penn State
Presenters: **Judith J. Goetz,** Associate Director, Division of Undergraduate Studies, and **James J. Kelly,** Associate Director, Division of Undergraduate Studies, and **Eric R. White,** Director, Division of Undergraduate Studies, Pennsylvania State University.

Survey of Deaf and Hard-of-Hearing Students in Postsecondary Education
Presenters: **Bernie Greene,** PEQIS Project Officer, National Center for Education Statistics, U.S. Department of Education; **Laurie Lewis,** PEQIS Survey Manager, Westat, Inc.

International Students as Resource Specialists for the Use of Language Across the Curriculum
Presenter: **H. Stephen Straight,** Director, Languages Across the Curriculum, and Associate Professor of Anthropology and Linguistics, SUNY, Binghamton University.

Designing the Instructional Workplace
Presenter: **Jay A. Halfond,** Associate Dean, College of Business Administration, Northeastern University.

Higher Education and Social Change
Presenters: **Scott E. Evenbeck,** Associate Vice Chancellor for Undergraduate Education, and **Anna Melodia,** Executive Assistant to the Vice Chancellor for Undergraduate Education, Indiana University-Purdue University at Indianapolis.

Mandates for Academe: Faculty Access to and Use of Electronic Information Systems
Presenter: **Judith Adams,** Director, Lockwood Library, SUNY at Buffalo.

Social Class Background: The Forgotten Component of Faculty Diversity
Presenters: **Jim Antony,** Research Analyst, Higher Education Research Institute (HERI), and **KC Boatsman,** Research Analyst, HERI, University of California, Los Angeles. *Sponsored by the AAHE Hispanic Caucus.*

Town and Gown: How Technology Can Bridge the Gap Through a Geographic Information Systems Initiative
Presenter: **David Schmidt,** Coordinator of Academic Computing, Fort Hays State University; **Hannes Zacharias,** Hays (Kansas) City Manager.

Afternoon

Briefing

AAHE's Programs to Improve Teaching and Learning

Sessions

Institutional Priorities, Faculty Rewards, and the Promotion and Tenure Committee
Presenters: **Robert M. Diamond,** Assistant Vice Chancellor for Instructional Development, Syracuse University; **Paul Burgess,** Professor and Chair, Department of Economics, Arizona State University.

The Making of the Faculty: Fostering Professional Development, Curricular Innovation, and Teamwork Through a Collaborative Science Community
Presenters: **Sherrie J. Nichol,** Associate Professor of Mathematics, University of Wisconsin-Platteville; **Jacqueline R. Ross,** Senior Academic Planner and Director, Women's Studies Consortium, University of Wisconsin System; **Rebecca D. Armstrong,** Director, Women and Science Program, University of Wisconsin-Madison; **Lorretta J. Thielman,** Professor, Mathematics Department, and Faculty Fellow, University of Wisconsin-Stout.

Fulfilling the Promise of Academic Advising: Key Concepts in Designing and Planning Successful Programs
Moderator: **Franklin P. Wilbur,** Associate Vice President for Undergraduate Studies, Syracuse University. *Presenters:* **Gary L. Kramer,** Professor of Educational Psychology and Associate Dean of Admissions and Records, Brigham Young University; **Susan Frost,** Director of Institutional Research, Emory University; **Wes Habley,** Director of Assessment, American College Testing (ACT).

The Promise of Connected Computers for Collaborative Learning
Presenters: **Trent Batson,** Professor of English, Gallaudet University, and Director, Alliance for Computers and Writing; **Fred Kemp,** Associate Professor of English, Texas Tech University, and Codirector, Alliance for Computers and Writing; **Terence Collins,** Professor, Writing and Literature, University of Minnesota-Twin Cities, and Regional Director, Alliance for Computers and Writing.

Institutional Models for Minority Faculty Recruitment and Retention: The Case of Four Texas Institutions
Presenters: **Ray Garza,** Provost and Vice President for Academic Affairs, University of Texas at San Antonio; **Roberto Villarreal,** Associate Vice President for Academic Affairs, University of Texas at El Paso; **Gloria Contreras,** Assistant Vice President for Minority Affairs, University of North Texas; **Jaime Chahin,** Associate Vice President for Human Resources and University Affairs, Southwest Texas State University. *Sponsored by the AAHE Hispanic Caucus.*

Mentoring American Indian Faculty: Passing the Torch
Moderator: **Michael Pavel,** Assistant Professor, Graduate School of Education, University of California, Los Angeles, and Chair-Elect, AAHE American Indian/Alaska Native Caucus. *Presenters:* **Don Fixico,** Professor, Department of History, Western Michigan University; **Karen Swisher,** Associate Professor, College of Education, Arizona State University; **John Tippeconnic III,** Director, Office of Indian Education Programs, U.S. Bureau of Indian Affairs. *Sponsored by the AAHE American Indian/Alaska Native Caucus.*

Information Literacy: Implications for Teacher Education
Moderator: **Patricia Senn Breivik,** Associate Vice President for Information Resources, Towson State University, and Chair, National Forum on Information Literacy. *Presenters:* **William L. Bainbridge,** President, School Match; **Dennis Hinkle,** Dean, College of Education, Towson State University; **David Imig,** Executive Director, American Association of Colleges for Teacher Education (AACTE).

Complementing Course Content: Diversity Through Innovative Pedagogical Methods
Presenters: **Joanne Jones Barnett,** Assistant Provost, Multicultural and International Affairs, and **Miguel Campos,** Coordinator of Multicultural Research and Outreach, and **Stacy Holland,** Coordinator, LaSalle Educational Access Programs, LaSalle University. *Sponsored by the AAHE Black Caucus.*

21st Century Academic Career Ladders: Perspectives From Public, Private, and Community College Presidents
Presenters: **Josephine D. Davis,** President, York College, CUNY, and Chair, AAHE Women's Caucus; **Michele T. Myers,** President, Denison University; **Vivian B. Blevins,** Chancellor and President, Rancho Santiago Community College. *Sponsored by the AAHE Women's Caucus.*

The 10th AAHE Research Forum: Creating a Research Agenda for Reinventing Our Academic Workplace
Organizers: **Marcia Mentkowski,** Professor of Psychology and Director of Research and Evaluation, Alverno College; **K. Patricia Cross,** Conner Professor of Higher Education, University of California, Berkeley; **Catherine Marienau,** Associate Professor and Graduate Program Director, School for New Learning, De Paul University; **Arthur W. Chickering,** Professor, Leadership and Human Development, George Mason University.

Textbooks, Software, and More: A Collaborative Approach to the Next Generation of Learning Tools
Presenters: **Gary Shapiro,** Deputy Executive Director, National Association of College Stores; **James Lichtenberg,** Vice President, Higher Education Division, Association of American Publishers.

The Senior Year Experience: Successful Transitions or Post-Parchment Depression?
Presenters: **Stephen W. Schwartz,** Dean, McDonough Center for Leadership and Business, and Professor of English, Marietta College; **Gretchen Van der Veer,** Assistant to the Vice President for Student Affairs and Director, Senior Year Experience, University of Maryland, College Park; **John N. Gardner,** Director, The Senior Year Experience, and Director, National Resource Center for the Freshman Year Experience, University of South Carolina, and Member, AAHE Board of Directors.

Transforming Teaching With Technology
Presenters: **Jerome Johnston,** Research Scientist, Institute for Social Research, University of Michigan; **Fred Kemp,** Associate Professor of English, Texas Tech University, and Codirector, Alliance for Computers and Writing; **Ronald Thornton,** Professor of Physics, Center for Science and Mathematics Teaching, Tufts University.

Building Community Through Involvement (for Nontraditional Students)
Presenters: **Gretchen Schirmer,** Student, and **Evelyn Ruff,** Student, and **Rick Leavitt,** Student, and **Tony Whyde,** Student, Indiana University-Purdue University at Indianapolis.

A Bill of Rights and Responsibilities for Electronic Learners
Presenters: **Frank Connolly,** Associate Professor of Information Systems, American University; **Sally Webster,** Assistant Professor of Computer Applications, College of Environmental Science and Forestry, SUNY; **Chuck Schneebeck,** Director of Academic Computing Services, California State University-Long Beach; **Mildred Garcia,** Assistant Vice President for Academic Affairs, Montclair State College, and Chair, AAHE Hispanic Caucus.

New Definitions of Discipline and Profession: Implications for the University
Presenters: **Edward M. White,** Professor of English, California State University, San Bernardino; **Barbara L. Cambridge,** Associate Professor of English, Indiana University-Purdue University at Indianapolis; **James F. Slevin,** Professor and Chair, English Department, Georgetown University; **John Trimbur,** Associate Professor of English, Worcester Polytechnic Institute.

The Zero-Based Curriculum
Presenters: **David Potter,** Dean, College of Arts and Sciences, and **John O'Connor,** Codirector, Instructional Development Office, and Associate Professor of English, and **Ann Palkovich,** Associate Professor of Anthropology, George Mason University.

The Student of the Future: A Collaborative Action Seminar
Facilitators: To be announced. *Sponsored by the AAHE Student Caucus.*

Transforming At-Risk Students Into Powerful Learners
Moderator: **Howard B. London,** Professor of Sociology, Bridgewater State College. *Presenters:* **Laura I. Rendon,** Associate Professor of Higher Education, Arizona State University, and Member, AAHE Board of Directors; **Romero Jalomo, Jr.,** Research Assistant, Division of Educational Leadership and Policy Studies, Arizona State University. *Sponsored by the AAHE Hispanic Caucus.*

Faculty Job Satisfaction: Women & Minorities in Peril
Presenters: **Carol Logan Patitu,** Executive Assistant to the Vice President for Student Affairs and Coordinator of Divisional Support, Miami University; **Martha W. Tack,** Professor and Head, Department of Leadership and Counseling, Eastern Michigan University. *Sponsored by the AAHE Black Caucus.*

Refreshment Break in the Exhibit Hall
Cosponsored by the Professional and Organizational Development (POD) Network in Higher Education.

Evening

Special Event

In Praise of Academic Citizenship
Presenter: **Adele Simmons,** President, John D. and Catherine T. MacArthur Foundation, and 1987-88 Chair, AAHE Board of Directors. (See page 13.)

25th Anniversary Banquet

A Special Evening at the Field Museum
A reception, dinner, and program of "Salute & Satire."
See page 13.

FRIDAY, MARCH 25

Morning

Diversity Breakfast

Diversity in the Academic Workplace in the 21st Century
Convener: **Michael Ego,** Dean, College of Applied Sciences and Arts, San Jose State University, and Chair-Elect, AAHE Asian Pacific Caucus. *Moderator:* **Hector Garza,** Director, Minorities in Higher Education Program, American Council on Education (ACE). *Presenters:* **Yolanda Moses,** President, City College of New York, CUNY; **Roy Saigo,** Provost, Southeastern Louisiana University; **Donna Shavlik,** Director, Office of Women, American Council on Education (ACE). *Sponsored by AAHE's American Indian/Alaska Native, Asian Pacific, Black, Hispanic, Lesbian/Gay, Student, and Women's Caucuses.*

Sessions

Educating for Ecological Literacy: Or, Why Reform Must Be Radical
Presenter: **David W. Orr,** Professor of Environmental Studies, Oberlin College.

Public and Private Higher Education in Latin America: Toward Collaboration
Presenters: **William G. Tierney,** Professor and Senior Scientist, Center for the Study of Higher Education, Pennsylvania State University; **Stanley Muschett,** President, Universidad Santa Maria La Antigua; **Alfonso Fuentes,** President, University of Guatemala, San Carlos.

Pathways to Restructuring
Presenter: **Robert Zemsky,** Professor and Director, Institute for Research on Higher Education, University of Pennsylvania, and Chair and Convener, Pew Higher Education Roundtable.

Combining Form and Function: Classroom Architecture Revisited
Presenter: **Geoffrey T. Freeman,** Principal, Shepley Bulfinch Richardson & Abbott.

More Than the #2 Pencil: The College Admissions Process in an Era of Reform
Presenters: **Janice Weinman,** Executive Vice President for Programs, The College Board; others to be announced.

Dialogues for Diversity
Presenters: **Trevor Chandler,** Vice Chancellor for Diversity, University of California at Davis; **Ralph A. Wolff,** Associate Executive Director, Western Association of Schools and Colleges; **Arturo Pacheco,** Dean of Education, University of Texas at El Paso; **B. Lyn Behrens,** President, Loma Linda University.

Sven Caspersen

Judith Ramaley

Lauren Resnick

J. Herman Blake

Frank Wong

Josephine Davis

Hector Garza

Service and Undergraduate Education as an Apprenticeship in Citizenship
Presenter: **Benjamin R. Barber,** Director, Walt Whitman Center for the Culture and Politics of Democracy, and Whitman Professor of Political Science, Rutgers, The State University of New Jersey.

The Power of the Internet: New Tools Bring Resources Within Easy Reach
Presenter: **M. Stuart Lynn,** Vice President for Information Technologies, Cornell University.

Enhancing the Productivity of Learning
Presenter: **D. Bruce Johnstone,** Chancellor, SUNY.

The Role of the Public in Defining Policy Problems in Higher Education
Moderator: **Virginia Smith,** President Emeritus, Vassar College, and Senior Advisor, California Higher Education Policy Center. *Presenter:* **Deborah Wadsworth,** Executive Director, Public Agenda Foundation; **James Harvey,** President, James Harvey & Associates; **Joni Finney,** Associate Director, California Higher Education Policy Center. *Reactor:* **Arthur Quern,** Chair, Illinois Board of Higher Education *(invited).*

Special Concurrent Sessions

The Campus and National Service: Mutual Initiatives
Presenter: **Eli Segal,** President and CEO, Corporation for National and Community Service. (See box.)

All One System: An Action Agenda
Presenter: **Albert Shanker,** President, American Federation of Teachers (AFT). (See box.)

"The Campus and National Service: Mutual Initiatives"

A discussion of next steps for the Clinton administration's national service initiative.

Presenter: **Eli Segal,** President and CEO, Corporation for National and Community Service.

Lunchtime

Lunch in the Exhibit Hall

Meeting

AAHE Women's Caucus Business Meeting

Poster Sessions
A repeat of Thursday's Poster Sessions. (See page 7.)

Oversights, Overhypes, and Victories: A 25-Year History of Technology in Higher Education in 25 Minutes
Presenter: **Kenneth C. Green,** Director, Center for Scholarly Technology, University of Southern California.

Afternoon

Sessions

Asian American Studies: Looking Forward After 25 Years
Moderator: **Michael Ego,** Interim Dean, College of Applied Sciences and Arts, San Jose State University, and Chair-Elect, AAHE Asian Pacific Caucus. *Presenter:* **Shirley Hune,** Associate Dean, Graduate Division, University of California, Los Angeles. *Sponsored by the AAHE Asian Pacific Caucus.*

Collaborative Learning, Collaborative Teaching, and New Media: Production and Use of Technology to Support Collaborative Activities
Moderator: **Roberta Matthews,** Associate Dean for Academic Affairs, LaGuardia Community College, CUNY. *Presenters:* **Maureen Doyle,** Assistant Professor of Human Services, LaGuardia Community College, CUNY; **Bret Eynon,** Director of Research and Education, Hunter College, CUNY; **Ben Schneiderman,** Head, Human-Computer Interaction Laboratory, University of Maryland, College Park (participating electronically).

Collaborative Scholarship: Reformulating Academic Traditions
Moderator: **Alfredo G. de los Santos, Jr.,** Vice Chancellor for Educational Development, Maricopa Community Colleges. *Presenters:* **Philip Fey,** Director, Continuing Professional Education, and Adjunct Professor, Adult and Continuing Education, Teachers College, Columbia University; **Virginia Gonzalez,** Professor, Counseling, Northampton Community College; **Barbara Macaulay,** Associate Dean, Center for Lifelong Learning, Quinsigamond Community College. *Sponsored by the AAHE Hispanic Caucus.*

"All One System: An Action Agenda"

Thoughts from the AFT's president, **Albert Shanker,** on rethinking academic work across the sectors.

Yolanda Moses

Roy Saigo

Donna Shavlik

Trevor Chandler

Envisioning and Engaging Change in the 'Classrooms' of the Future: A Group Conversation
Presenters: **Peter Frederick,** Coordinator, Learning and Teaching Center, Carleton College; **Jacqueline Mintz,** Academic Coordinator, Office of Graduate Student Instructor Training, University of California at Berkeley; **Ed Neal,** Director, Faculty Development, University of North Carolina, Chapel Hill; **Martin Nemko,** Consultant in Higher Education, Nemko & Associates; **Diane von Saal,** Program for Excellence in Teaching, University of Missouri-Columbia; **Marie Wunsch,** Vice Chancellor, UW Centers, University of Wisconsin System.

Blueprint for Leadership: A Report From the ACE Women Presidents' Summit
Presenters: **Donna Shavlik,** Director, Office of Women, and **Judy Touchton,** Deputy Director, Office of Women, American Council on Education (ACE); others to be announced. *Sponsored by the AAHE Women's Caucus.*

Using Multimedia Technology *Inside the Classroom* to Improve Teaching and Learning
Moderator: **Lillie P. Howard,** Professor of English and Associate Vice President for Academic Affairs, Wright State University. *Presenters:* **Iain Miller,** Assistant Professor of Biology, and **Andrew Lai,** Associate Professor of Management Science and Information Systems, and **Charlie Funderburk,** Professor of Political Science, Wright State University. *Sponsored by the AAHE Black Caucus.*

K-16 Educational Teams: Are We on the Same Page? Reading the Same Book?
Presenters: **Claire W. Jackson,** Assistant Superintendent of Schools for Curriculum and Instruction, Brookline (Massachusetts) Public Schools; **Francis A. (Jerry) Griffith,** Coordinator, University Assessment Program, University of Northern Colorado; **Diane Birckbichler,** Director, Foreign Language Center, Ohio State University; **Louis S. Albert,** Vice President, AAHE.

The Transformation of Student Affairs: The Concept of Fluid Structures
Presenters: **Janina Montero,** Dean of Student Life, Princeton University; **Michael Young,** Vice Chancellor for Student Affairs, University of California, Santa Barbara. *Sponsored by the AAHE Hispanic Caucus.*

What Every Academic Administrator Should Know About Making Information Technology Decisions: An Interactive Case Discussion and Presentation
Moderator: **Gregory Jackson,** Director of Academic Computing, Massachusetts Institute of Technology. *Presenters:* **Elizabeth R. Baer,** Dean of Faculty and Vice President for Academic Affairs, Gustavus Adolphus University; **Stephen C. Ehrmann,** Program Officer, Interactive Technologies, Annenberg/CPB Project; **Robert Hahn,** President, Johnson State College.

The End of the Ivory Tower: Students, Administration, and Community
Presenter: **Marvin Wachman,** Chancellor, Temple University. *Sponsored by the AAHE Student Caucus.*

Factors Affecting Access to Undergraduate Education Among Immigrant Youth
Presenters: **Maryann Jacobi Gray,** Associate Behavioral Scientist, and **Allan Abrahamse,** Mathematician, RAND. *Discussants:* **Antonio Gutierrez-Marquez,** Associate Vice Chancellor for Institutional Research, City Colleges of Chicago; **Yvonne M. Lau,** Assistant Dean of Students and Adjunct Professor of Sociology, Loyola University of Chicago.

Using Information Technologies to Better Meet the Needs of Students With Disabilities
Presenter: **Norman Coombs,** Professor of History, Rochester Institute of Technology, and Chair, Project EASI (Equal Access to Software and Information).

Successful Teaching in the Brave New World: Encouraging and Supporting Effective Pedagogy Through Information Technology
Presenters: **Diane Balestri,** Manager of Instructional and Media Services, Princeton University; **M.S. Vijay Kumar,** Director, Academic Computing, Mount Holyoke College.

Moving Instructional Development Closer to the Disciplines: Department-Based Efforts to Improve Teaching and Learning
Presenters: **Deborah DeZure,** Director, Faculty Center for Instructional Excellence (FCIE), and **Gisela Ahlbrandt,** Associate Professor of Mathematics and Associate Director, FCIE, and **Russell Larson,** Professor of English Language and Literature, Coordinator, Writing Program, and Supervisor of Lectures, English Department, Eastern Michigan University.

The Design and Use of Multimedia for Distance Learning: Connecting College and High School Students for Mentoring Across the Curriculum
Presenter: **Ann Hill Duin,** Associate Professor, Rhetoric Department, Scientific and Technical Communication, University of Minnesota.

Interdisciplinary Studies in the 21st Century
Presenters: **Julie Thompson Klein,** Professor of Humanities, Interdisciplinary Studies Program, Wayne State University; **William H. Newell,** Director, Institute in Integrative Studies, and **Matthew Farris,** Student, School of Interdisciplinary Studies, Miami University.

Classroom Ecology: Climates for Improved Student Learning
Presenters: **Linda Scheible,** Assistant Professor, Social Science, and **Jeana Abromeit,** Assistant Professor, Social Science, and **Greta Salem,** Associate Professor, Social Science, Alverno College.

Arturo Pacheco

Benjamin Barber

M. Stuart Lynn

Combining Form and Function: The George Mason University Center as a Case Study
Presenters: **Arthur W. Chickering,** Professor, Leadership and Human Development, and **Charlene S. Hurt,** Director of Libraries, George Mason University.

Federal Update: Opportunities and Change
Presenters: **Clifford Adelman,** Senior Research Associate, Office of Research, and **Marianne Phelps,** Chief of Staff, Office of the Assistant Secretary for Postsecondary Education, U.S. Department of Education; **Robert Slater,** Deputy Director, National Security Education Program, U.S. Department of Defense; others to be announced.

Evening

Tomás Rivera Lecture
Presenter: **Norma Cantú,** Assistant Secretary for Civil Rights, U.S. Department of Education.

Tomás Rivera Reception
Sponsored by the AAHE Hispanic Caucus.

Ticketed Event
AAHE Women's Caucus Dinner
Note: Advance registration and fee required. See page 15 for details.

SATURDAY, MARCH 26

Morning

Breakfast Plenary
The Howard Swearer Student Humanitarian Awards

Sessions

Improving a Course Using a Student Management Team
Presenter: **Marilyn Cunningham,** Assistant Professor, Department of Nursing, Miami University, Middletown Campus. *Sponsored by the AAHE Black Caucus.*

Reforming Academic Departments Into Centers of Excellence: A Strategy Exemplar
Presenters: **Marilyn Myerson,** Associate Professor, Department of Women's Studies, and Associate Dean, College of Arts and Sciences, and **Terrance Albrecht,** Professor and Chair, Department of Communications, University of South Florida.

New Approaches in Science Education for the General Student
Presenters: **James Courtright,** Professor, Department of Biology, Marquette University; **Daniel Udovic,** Associate Professor and Chair, Department of Biology, and **Deborah Morris,** Coordinator, Workshop Biology Project, University of Oregon.

D. Bruce Johnstone

Norma Cantú

Thomas Angelo

Issues and Barriers Faced by Southeast Asian-American Students
Presenters: **Koua Vang,** Southeast Asian-American Student Services Coordinator, University of Minnesota, Duluth; others to be announced. *Sponsored by the AAHE Asian Pacific Caucus.*

Simplifying Multimedia
Presenters: **Douglas D. Short,** Consultant in Higher Education, IBM, and Fellow, Institute for Academic Technology, University of North Carolina; **Darrell L. Bailey,** Director, Indiana University School of Music, Indiana University-Purdue University at Indianapolis; **William H. Geoghegan,** Consultant in Higher Education, IBM Academic Information Systems.

An Academic Developer's Dozen: Lessons From Research
Presenter: **Thomas A. Angelo,** Director, Academic Development Center, Boston College.

Inventing the Future: Search Strategies for Whole Systems Improvement
Presenter: **Steve Brigham,** Director, AAHE CQI (Continuous Quality Improvement) Project, AAHE.

Prescriptions for Revitalizing a College or University
Presenters: **Ruth B. Cowan,** Senior Associate, Organization Development Associates; **Robert Knott,** President, Tusculum College; **Dolores E. Cross,** President, Chicago State University.

Closing Plenary
A Day in the Life of the College Professor: 2010
An interactive presentation organized by the Higher Education Division of Apple Computer, Inc.

AAHE Town Meeting
Presider: **Carol Cartwright,** President, Kent State University, and Chair, AAHE Board of Directors.

Afternoon

Ticketed Event
Professional Development Workshops
Note: Advance registration and fee required. See page 16 for details.

Ticketed Event
Governance Leadership Retreat: "Academic Citizens and Campus Leadership"
Note: Advance registration and fee required. See page 15 for details.

Tour
Black History Tour of Chicago
Note: Advance registration and fee required. See page 15 for details. Sponsored by the AAHE Black Caucus.

Tour
A Chicago Adventure: History and Architecture Tour
Note: Advance registration and fee required. See page 15 for details.

Celebrating AAHE's 25th Anniversary

1994 will mark AAHE's 25th year as an independent association serving the higher education community. A year-long series of activities is planned on the theme "Celebrating Academic Citizenship," highlighted by these special events at this year's National Conference . . .

Wednesday, March 23

"Gala Salute in Words and Music"

On the opening evening of the conference, enjoy a festive buffet reception, followed by a "salute in words and music" to 25 years of contributions by AAHE's members to the improvement of our common enterprise of higher education.

Open to all conference attendees.

Thursday, March 24

Simmons

"In Praise of Academic Citizenship"

This evening plenary session will honor the ideals upon which AAHE was founded. The program will feature a presentation by **Adele Simmons,** President of the John D. and Catherine T. MacArthur Foundation and 1987-88 Chair of the AAHE Board of Directors.

Open to all conference attendees.

Thursday, March 24

25th Anniversary Banquet

"A Special Evening at the Field Museum"

Celebrate AAHE's 25th Anniversary at a gala evening at Chicago's world-class Field Museum of Natural History, just named one of the nation's "10 Great Science Museums" in the November 1993 *Discover* magazine. On this special evening, the museum will be closed to the public, so you'll have private access to its permanent collections, including the new African Continent exhibit and the world's largest mounted dinosaur skeleton. The evening will feature a cocktail reception, followed by dinner in the majestic Stanley Field Hall, and a program of "Salute & Satire" emceed by **Frank Newman,** President, Education Commission of the States.

Advance registration is required. (Note the change of day from the September *AAHE Bulletin* announcement.) *Fee:* $85.

MISCELLANY

AAHE Technology Projects

Get the SPIRIT!

Are you a newcomer to the academic potential of information technology? Are you a veteran, experienced in technology's use? Or, does your level of expertise place you somewhere in between?

At the 1994 National Conference, AAHE will convene the first meeting of "SPIRIT," a new community for people at all levels of technological expertise who share an interest in improving teaching and learning through more effective uses of information resources and technology. The mission of the new community will be to build bridges among academic leaders (both administrators and faculty), technologists, representatives from publishing and other information industries, and other groups.

To learn more about SPIRIT between now and the conference, or to help plan SPIRIT's agenda, contact Steven W. Gilbert, Director, AAHE Technology Projects, at AAHE at (ph.) 202/293-6440, x54; Internet: AAHESG@GWUVM.GWU.EDU; BITNET: AAHESG@GWUVM.

To subscribe to AAHE's technology LISTSERV, send the following message:

SUBSCRIBE AAHESGIT YOURFIRSTNAME YOURLASTNAME

to the following address:

LISTSERV@GWUVM.GWU.EDU or LISTSERV@GWUVM

Or, if you prefer, contact Gilbert to have him add you to the LISTSERV.

ABOUT AAHE

The American Association for Higher Education (AAHE) is a membership association of individuals interested in improving the effectiveness of the higher education enterprise as a whole and their own effectiveness in their particular setting. The Association's membership includes more than 8,000 administrators, faculty, and students from all sectors, as well as policymakers and leaders from foundations, business, and government.

AAHE members receive discounts on registration to the National Conference as well as AAHE's special-topic conferences on assessment/quality, school/college collaboration, and faculty roles and rewards. Members receive *Change* magazine and *AAHE Bulletin*, discounts on all AAHE publications, and more. Member support enables AAHE to initiate projects on a range of issues to create change at the campus, local, state, and national levels.

Annual membership is just $80 ($45 for students). Join AAHE on the conference Registration Form enclosed and save up to $85 on your conference registration fee.

Registration Discount

Group Discounts

Discounts on conference registration fees are available to groups of six or more registrants who register together. For details and rates, the group's coordinator should contact Judy Corcillo, Conference Coordinator, at AAHE at 202/293-6440, x22.

(For information on Campus Team discounts, see p. 4.)

Associated Organizations

As always, other higher education organizations are invited to hold meetings during the AAHE National Conference. The final Conference Program Book will list any such meetings, with dates and times.

Call Judy Corcillo, Conference Coordinator, at AAHE at 202/293-6440, x22, if you'd like information on arranging for your associated organization to hold a meeting.

Win A Room!

All hotel reservations submitted to the Hilton on the official AAHE Hotel Reservation Form and received by the Hilton by *March 2, 1994*, will be automatically entered in a drawing for three nights free accommodations during the conference (max. value $250).

The drawing will take place in the Exhibit Hall at the conference. Check the final Conference Program Book for day and time. *You must be present at the drawing to win.*

Registration Hours

The Conference Registration Desk will be open during the following hours:

Tuesday, March 22	4:00-7:00 PM
Wednesday, March 23	7:30 AM-7:30 PM
Thursday, March 24	7:00 AM-7:00 PM
Friday, March 25	7:30 AM-5:00 PM
Saturday, March 26	7:30 AM-12:30 PM

Aerobics

Bring your gear and enjoy aerobic exercise classes, led by Elizabeth Brooks, of the AAHE Assessment Forum.

In the Spirit of Community . . .

AAHE will be donating any surplus food from conference-wide events to local charitable organizations.

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TICKETED EVENTS

Register now to attend one or more of these conference activities by marking your choice(s) on the Registration Form and adding the appropriate fee(s). Advance registration is required for ticketed activities; tickets are NOT available at the door. These activities are open to all conference attendees.

AAHE Hispanic Caucus Forum and Luncheon

Wednesday, March 23, 9:00 AM-1:30 PM

This annual event will focus on what the Latino agenda must be for the remainder of this decade if Latinos are to realize the potential for full academic citizenship in the 21st century. The forum will employ ISDN teleconference technology to enable real-time interaction with participants from colleges and universities across the country. Panelists will draw from their own experiences, expertise, analyses, and dreams for the future to address the topic. The goal of the forum is to begin to understand and plan actions and strategies that will be essential for more fulfilling professional and personal lives in the coming century. The forum will be followed by a luncheon and the presentation of the annual Hispanic Caucus awards. *Sponsored by the AAHE Hispanic Caucus.*

▶ **Award Presentations:** *Award for Distinguished Leadership in Higher Education:* **Juliet Garcia,** President, University of Texas at Brownsville. *Award for Outstanding Support of Hispanic Issues in Higher Education:* **Ada Lopez,** Trustee, University of Illinois. *Award for Outstanding Latino Faculty in Higher Education:* **Frank Bonilla,** Thomas Hunter Professor of Sociology Emeritus, Hunter College, CUNY.

Note: Advance registration is required. You do not have to be a caucus member to attend. *Fee:* $25.

Career Development Seminar: "Confronting the 'Divide and Conquer' Syndrome"

Wednesday, March 23, 2:00-4:30 PM

This seminar is designed to help participants enhance their career development by providing them with strategies for overcoming obstacles to their leadership growth. In particular, the presenters will take a critical look at how "division" strategies are sometimes used by others in dealing with minority groups. Seminar participants will discuss as a group collaborative approaches to promoting diversity in campus leadership. *Cosponsored by AAHE's Black, Hispanic, and Asian Pacific Caucuses.*

Presenters: **William Harvey,** Associate Professor, College of Education and Psychology, North Carolina State University; **Laura I. Rendon,** Associate Professor of Higher Education, Arizona State University, and Member, AAHE Board of Directors.

Note: Advance registration is required. *Fee:* Free for members of AAHE's Black, Hispanic, and Asian Pacific Caucuses; $50 for nonmembers.

AAHE Women's Caucus Dinner

Friday, March 25, 7:30-9:00 PM

Enjoy an evening out at a local restaurant with members of the AAHE Women's Caucus.

Note: Advance registration is required. *Fee:* $25 for AAHE Women's Caucus members, $35 for nonmembers.

Tour

Black History Tour of Chicago

Saturday, March 26, 3:30-6:00 PM

Enjoy a guided bus tour highlighting the history of the African-American community in Chicago. A knowledgeable guide will provide historical background on points of interest throughout the city. *Sponsored by the AAHE Black Caucus.*

Note: Advance registration is required. *Fee:* $35.

Tour

A Chicago Adventure: History and Architecture Tour

Saturday, March 26, 1:00-4:00 PM

This Saturday afternoon bus tour will highlight the historic landmarks and gleaming new office towers in Chicago. The city's distinct architecture will be explained by specially trained guides who know and love Chicago. You'll see the city from the top of the Sears Tower, and view the magnificent skyline from Planetarium Point. You'll also see Chicago's famous outdoor monumental art by Picasso, Chagall, Miró, and Calder, drive along the Gold Coast, and pass through Lincoln Park.

Note: Advance registration is required. *Fee:* $25.

Governance Leadership Retreat: "Academic Citizens and Campus Leadership"

Saturday, March 26, 9:00 AM-4:00 PM

For the sixth consecutive year, the AAHE National Network of Faculty Senates (NNFS) is sponsoring a leadership retreat. The 1994 retreat will emphasize how academic citizenship places special leadership demands on senate officers and committee chairs.

Experienced academic leaders will explore the central role of campus senates in sustaining citizenship values in the academic and the social domains of the campus; how to incorporate assessment and TQM principles into governance activities; how to respond to demands for more-inclusive governance bodies; and how to promote ideals of effective leadership within all campus constituencies.

The workshop format will accommodate small interactive groups directed by leaders with extensive governance experience. Participation is encouraged of campus teams of faculty and administrators with governance responsibilities. Participants often continue to consult with one another after returning to campus.

The retreat will break for the conference Closing Plenary Session and for a working luncheon. *Sponsored by the AAHE National Network of Faculty Senates.*

Organizers and Presenters: **Joseph G. Flynn,** SUNY Distinguished Service Professor, SUNY College of Technology at Alfred (Alfred, NY, 14802; ph. 607/587-4185); **Karen Markoe,** SUNY Distinguished Service Professor, SUNY Maritime College (Bronx, NY, 10465; ph. 718/409-7252). More detailed information about the retreat is available from the organizers.

Presenters: **Kenneth Andersen,** Professor, Speech Communications, University of Illinois at Urbana-Champaign; **Sharon A. McDade,** Assistant Professor, Higher Education Administration, Teachers College, Columbia University; **Richard Dunham,** Professor, Department of Psychology, Florida State University; **Robert Picken,** President, Faculty Senate, and Trustee, CUNY.

Note: Advance registration is required. *Fee:* $60, includes lunch.

WORKSHOPS

The pre- and postconference Professional Development Workshops are a small but valuable portion of the conference offerings, providing intensive and practical learning experiences. To register, mark your choice(s) on the Registration Form and add the appropriate amount(s) to your registration fee. All workshops are $50 each, except the full-day workshops, W-17 and W-18, which are $100 each.

Wednesday, March 23
Morning: 9:00 AM-Noon

W-10 Supporting Faculty Who Teach First-Year Students: Part I

This two-part workshop will help deans, department chairs, faculty-development specialists, and teaching faculty to understand first-year students and to create a seminar or workshop series to support faculty who teach them. In both parts, participants will explore alternative program formats, sample a variety of workshop and seminar activities, and contemplate program design on their own campus. You may register for Part I (W-10) or Part II (W-19), or both.

This part of the workshop will focus on developing programs to help faculty understand first-year students — their experiences in high school, their expectations for college, their learning styles and developmental positions. You will receive a copy of *Teaching College Freshmen*, by Erickson and Strommer, and workshop exercises and handouts.

Presenters: **Bette LaSere Erickson,** Instructional Development Specialist, and **Diane Weltner Strommer,** Dean, University College and Special Academic Programs, University of Rhode Island.

W-11 Leadership Development for Chairs

In a recent survey, more than 80 percent of department chairs indicated they didn't know what their deans or faculty members expected of them, had not done any goal setting with the deans or department members, and had never been evaluated in their role as chair. This workshop will focus on the "Leadership Matrix" — a tool to help academic chairs determine the leadership needs of their departments and then consider their own leadership development in terms of those department requirements. The matrix encourages the sharing of expectations and needs, leading to enhanced productivity and accomplishment. The rationale and guidelines for using this instrument as a vehicle for team building, leadership enhancement, and goal setting will be explained. You will use the matrix and receive a copy to take back to use in your college and department.

Presenter: **Ann F. Lucas,** Professor of Management, Fairleigh Dickinson University, Rutherford Campus.

W-12 What to Do About Assessment Before the Accrediting Review Team Comes

How can you satisfy the demands of the accrediting agencies *and*, at the same time, answer the questions about student learning that are important to you? Creative ways to do both will be the focus of this workshop. You will examine and critique a wide range of assessment instruments, explore assessment philosophy and goal statements, share concerns and questions — and then see how these square with accreditor mandates. You are encouraged to bring to the discussion reflections on the educational experiences of students at your campus.

Presenters: **Karl L. Schilling,** Director, AAHE Assessment Forum, AAHE;

Karen Maitland Schilling, Associate Professor of Psychology and University Director of Liberal Education, Miami University.

W-13 Aspirations and Practice: A Collaborative Comparison

The workshop will begin with a collaborative exercise designed to elucidate and share your hopes and goals for your work as an educator. You will explore current educational practice in the light of these aspirations and develop projections for the future, using as a stimulus for discussion "Upside-Down Thinking: A Conversation With Charles Handy" (*AAHE Bulletin*, September 1993). You will be encouraged to imagine alternative contexts for evaluating your professional work and for thinking about the future in creative ways. These exercises will provide a useful framework for the conference as a whole. *Sponsored by the Collaboration in Undergraduate Education (CUE) Network.*

Presenters: **Roberta Matthews,** Associate Dean for Academic Affairs, LaGuardia Community College, CUNY; **William Whipple,** Associate Academic Dean, Albright College.

W-14 Using Computers to Teach Writing

Discover how you can use a new communications environment — computer-mediated communication, or CMC — to teach writing and facilitate other forms of communication. Through CMC, students and teachers are able to interact in writing, supplanting traditional social hierarchies and often freeing minorities and women to "speak up" more readily. Students also get more writing practice and learn to write more communicatively over a network, creating a bridge from their speaking skills to writing. This workshop will include a demonstration of Daedalus InterChange, the most widely used network software for writing and collaborative work.

Presenters: **Trent Batson,** Director, Alliance for Computers and Writing, Gallaudet University; **Locke Carter,** CEO, The Daedalus Group, University of Texas; **Fred Kemp,** Codirector, Alliance for Computers and Writing, Texas Tech University.

W-15 Information Literacy, Undergraduate Improvement, and the Regional Accreditation Process

Starting with the Middle States Association's 1990 *Framework for Outcomes Assessment*, information literacy has been increasingly considered a measurable outcome of student learning. This workshop will introduce the related concepts of information literacy (the goal) and resource-based learning (the means to that goal) and help you prepare for regional accreditation visits and/or other undergraduate reform efforts. You will focus on how information literacy can improve undergraduate learning, how it can be integrated into the curriculum, and what practical steps you can take to implement such efforts on your campus. You will receive a copy of *Information Literacy: Developing Students as Independent Learners*, edited by D.W. Farmer and Terrence F. Mech. *Sponsored by the National Forum on Information Literacy.*

Presenters: **Patricia Senn Breivik,**

EXHIBIT PROGRAM

The Exhibit Hall at AAHE's National Conference provides a showcase for products, services, programs, publications, and software for the higher education market. You'll have opportunities throughout the conference to meet vendors and try new products, ask about services, compare programs, and get specialized information. This year, the Exhibit Hall also will be the site of lunchtime Poster Sessions on Thursday and Friday.

The Exhibit Hall will be open during the following hours:

Wednesday, March 23	**3:00-5:00 PM**
Thursday, March 24	**9:45 AM-4:00 PM**
Friday, March 25	**8:30 AM-2:00 PM**

Lunch will be available in the Exhibit Hall on both Thursday and Friday.

Past exhibitors have included: American College Testing (ACT) Program; American Language Academy; American Association of Community Colleges (AACC); Anker Publishing; Association of American Publishers; Bureau of the Census; The College Board; College Survival; Conference Book Service; Council for Adult and Experiential Learning (CAEL); Datatel; Eastern Michigan University; Educational Testing Service (ETS); Encyclopaedia Britannica; ERIC Clearinghouse on Higher Education; Florida Endowment Fund; Follett College Stores; Hispanic Outlook in Higher Education; Illinois Bell; Internal Revenue Service-Taxpayer Education; Jossey-Bass Publishers; Kettering Foundation; Macmillan Publishing Company; Magna Publications; MetLife; Miami University; Michigan Colleges' Consortium for Faculty Development; National Center on Postsecondary Teaching, Learning, and Assessment (NCPTLA); National College of Education; NOVA University; Oryx Press; Partnership for Service-Learning; Peterson's Guides; Professional and Organizational Development (POD) Network; Riverside Publishing Company; Stanley H. Kaplan Educational Centers; Taylor & Francis Group; TIAA-CREF; United Nations Publications; United Resources; University of Missouri-Kansas City; U.S. Department of Education; Wallace's Bookstores; Washington Center for Improving the Quality of Undergraduate Education, and more!

Associate Vice President for Information Resources, Towson State University, and Chair, National Forum on Information Literacy; **David Lee Parkyn,** Professor of Religious Studies and Director of General Education, Messiah College; **Ralph A. Wolff,** Associate Executive Director, Western Association of Schools and Colleges; teams from Cleveland State University and the University of Northern Colorado.

W-16 Total Quality Management (TQM) and Minority Planning

This workshop will provide a critical look at total quality management and its impact on minority participation in higher education. Specific attention will be given to cost factors, faculty resistance, political realities, and the potential impact on minority programming. You will have the opportunity to develop strategies to enhance minority programming on your campus. *Sponsored by the AAHE Black Caucus.*

Presenter: **Althia DeGraft Johnson,** Assistant Vice President for Academic Affairs, Mankato State University.

Wednesday, March 23
Full-Day: 9:00 AM-4:00 PM

W-17 The Invisible Faculty: Improving the Status of Part-Timers

This workshop will help you analyze your current part-time faculty resources and develop strategies for improving quality in units that employ many part-timers. In small-group exercises, you will focus on who part-time faculty are, how institutions use them, and how successful institutions integrate them into the academic community. The workshop will be especially useful for deans and department chairs who hire, supervise, and evaluate part-time faculty members. You will receive a copy of Gappa and Leslie's book *The Invisible Faculty: Improving the Status of Part-Timers.*

Presenters: **Judith M. Gappa,** Vice President for Human Relations, Purdue University; **David W. Leslie,** Professor of Education, Florida State University.

W-18 The University 2001: An "Open Space" Odyssey

Open Space Technology (OST) is a highly interactive, group-directed process that allows a large group to address complex issues in a short period of time. The workshop will address this "critical" question: What would a high-performing institution for higher learning look like in the year 2001? Participants will formulate and manage an agenda of discussion and "issues" groups that link to the question, in order to create one or multiple visions of a "University of the Year 2001." This workshop is an ideal opportunity for faculty and administrators to explore together alternative perspectives, generate new ideas, and gain novel insights into optimal designs for higher-learning institutions.

Presenters: **Steve Brigham,** Director, AAHE CQI (Continuous Quality Improvement) Project, AAHE; **Monica M. Manning,** Executive Director, Academic Quality Consortium.

Wednesday, March 23
Afternoon: 1:00-4:00 PM

W-19 Supporting Faculty Who Teach First-Year Students: Part II

This two-part workshop will help deans, department chairs, faculty-development specialists, and teaching faculty to understand first-year students and to create a seminar or workshop series to support faculty who teach them. In both parts, participants will explore alternative program formats, sample a variety of workshop and seminar activities, and contemplate program design on their own campus. You may register for Part I (W-10) or Part II (W-19), or both.

This part of the workshop will focus on workshops and seminars for faculty who teach first-year students. You will receive a copy of *Teaching College Freshmen,* by Erickson and Strommer, and workshop exercises and handouts.

Presenters: **Bette LaSere Erickson,** Instructional Development Specialist, and **Diane Weltner Strommer,** Dean, University College and Special Academic Programs, University of Rhode Island.

W-20 Busy, Noisy, and Powerfully Effective: Cooperative Learning in the College Classroom

This high-energy, active-participation, learner-centered workshop will model cooperative learning tools, strategies, and activities for the college classroom. This is the workshop for you if you like to get involved, want engaging teaching tools to promote cooperative learning in the college classroom, and are ready to coach and mentor faculty toward effective implementation of cooperative learning. Video representations of college students and teachers using cooperative learning will provide "real" examples of the pedagogy. Authentic assessments for the cooperative college classroom also will be discussed.

Presenter: **Idahlynn Karre,** Professor of Speech Communication, University of Northern Colorado. *Facilitators:* **Francis A. (Jerry) Griffith,** Director, University Assessment Program, and **Carolyn Cody,** Assistant to the Vice President for Academic Affairs, and **Roger Kovar,** Dean, College of Arts and Sciences, and **Dennis Warnemunde,** Department Chair, University of Northern Colorado.

W-21 Classroom Assessment for Higher Learning: A Hands-On Introduction for Faculty and Administrators

This workshop will prepare you to begin using Classroom Assessment, a simple and effective way to find out how well students are learning what you're teaching. Classroom Assessment brings the benefits of the assessment movement into the classroom and

under the control of individual teachers and learners. You will consider examples of successful Classroom Assessment from various disciplines and practice simple techniques for assessing and improving several dimensions of higher learning. You will receive a copy of Angelo and Cross's *Classroom Research: Early Lessons From Success* and other materials.

This workshop is designed for those who have never attended a Classroom Research/Assessment workshop.

Presenter: **Thomas A. Angelo,** Director, Academic Development Center, Boston College.

W-22 Learning Communities: A Viable Approach for Reshaping the Academic Workplace for the 21st Century

Learning communities provide a variety of ways of restructuring the curriculum to encourage greater coherence and interaction between students and faculty. This workshop will explain the rationale for learning communities and offer a practical orientation to the different models currently being used in diverse campus environments and disciplines. Collaborative teaching and learning, often associated with learning communities, also will be discussed. You will develop an understanding of what learning communities are and the many resources for implementing them on your own campus. *Sponsored by the Collaboration in Undergraduate Education (CUE) Network.*

Presenters: **Rosetta Hunter,** Associate Dean of Social Sciences and Humanities, Seattle Central Community College; **Barbara Leigh Smith,** Academic Dean and Director, Washington Center for Improving the Quality of Undergraduate Education, The Evergreen State College.

W-23 Video-Based Supplemental Instruction

Video-based Supplemental Instruction (VSI) offers a powerful alternative to skill-building remedial and developmental courses by pairing content-specific skills instruction with core curriculum, required courses. Students are enrolled in a six-hour credit block composed of (1) a three-hour core curriculum course that the professor has placed on video, and (2) a three-hour course in skills instruction delivered by the VSI facilitator. Results based on identical testing and assignment standards demonstrate that underprepared students — including student athletes, probationary students, and conditionally admitted students — significantly outperform regularly admitted students enrolled in the lecture section of the same course. Data also indicate higher retention for VSI students over their non-VSI peers. In this workshop, you will participate in a short demonstration of VSI; receive descriptive materials and cost analyses; observe a video of VSI in action; and consider various applications of the model, both national and international.

Presenters: **Kay Blair,** Campus Director of VSI, University of Missouri-Kansas City; **Clark Chipman,** Regional Representative for Higher Education Grant Programs (Region V), U.S. Department of Education; **Deanna Martin,** Director, Center for Academic Development, University of Missouri-Kansas City.

W-24 Service-Learning: Linking Community Service, Teaching, and Research on College Campuses

This workshop will examine strategies for linking community service to higher education's core missions of teaching and research. In particular, it will take up two issues: (1) how to link service to the teaching and research of individual faculty members and (2) the relationship between the efforts of individual faculty members and institutional support. Specific examples will be drawn from the experiences of institutions that have participated in Campus Compact's Summer Institute on Integrating Service With Academic Study and in the Compact's Action/Research grant program. You will receive a copy of *Rethinking Tradition: Integrating Service and Academic Study on College Campuses.* Both academic administrators and faculty are encouraged to attend. *Sponsored by Campus Compact.*

Presenters: **Fleda Mask Jackson,** Director, Historically Black Colleges and Universities Network/Campus Compact, Spelman College; **Keith Morton,** Director, Project on Integrating Service and Academic Study, Campus Compact; **R. Eugene Rice,** Vice President/Dean of Faculty, Antioch College.

W-25 A Different Introduction to the Internet: Wonderful Resources! Daunting Frustrations?

This workshop will introduce and briefly demonstrate some of the wonderful resources and tools now available on the Internet. The presenters will examine higher education's role as a piece of a very large national (and international) puzzle, and highlight major relevant public policy issues. The options and frustrations associated with connecting the "last mile" from the Internet network to individual desktop computers also will be carefully reviewed. Presenters hope to offer realistic expectations of what an individual, a small department or institution, or a larger institution can accomplish on the Internet with varying amounts of time, funding, and administrative support.

Presenters: **David Bantz,** Director, Academic and Public Computing, University of Chicago; **Steven W. Gilbert,** Director, AAHE Technology Projects, AAHE; **Susan Perry,** Director, Departmental Systems, Stanford Data Center, Stanford University, and Cochair, Teaching and Learning Working Group, Coalition for Networked Information (CNI); **David Smallen,** Director, Information Technology Services and Institutional Research, Hamilton College.

W-26 Fulfilling the Promise of Academic Advising: New Roles for Faculty and Staff

Improvements in training, accountability, evaluation, and recognition/reward are the most significant ways of improving

advising programs. Unfortunately, according to the Fourth National Survey of Academic Advising, these same components currently are the least-effective elements of such programs. This workshop will involve you in the strategic planning of an academic advising program, with emphasis on relationships of "shared responsibility" and outcomes of students' success. The workshop also will introduce the use of technology as a tool to enable advisors to be more student-centered. *Sponsored by the National Academic Advisors Association.*

Presenters: **Susan Frost,** Director of Institutional Research, Emory University; **Wes Habley,** Director of Assessment, American College Testing; **Peggy King,** Assistant Dean, Student Development, Schenectady County Community College; **Gary L. Kramer,** Professor of Educational Psychology and Associate Dean of Admissions/Records, Brigham Young University, and President, National Academic Advisors Association; **Faye Vowell,** Associate Academic Vice President, Emporia State University.

W-27 Learning by Doing: Using External Environmental Scanning and Forecasting to Advance Institutional Effectiveness

In this workshop, you will learn how specific institutions successfully use scanning and forecasting to help them determine their missions and goals, chart curriculum development, and undertake function unit planning. As part of a "scan team," you will analyze an article about a particular societal change; assess the implications of the change on programs, services, funding, development, technology, faculty development, and other areas; and then recommend a course of action for the next three to five years. You also will learn how to decide what to scan and will receive guidelines for starting and sustaining an organization-wide scanning effort. You will receive a packet of information for use in the workshop and at your institution. *Sponsored by the AAHE Community College Network.*

Presenter: **Joel Lapin,** Professor of Sociology, Catonsville Community College.

Saturday, March 26
Afternoon: 12:30-3:30 PM

S-30 Reengineering the Academic Workplace

Is process reengineering the latest management fad, or an innovative approach to solving the quality and productivity problems confronting many universities and colleges? In this workshop, you will examine the concepts, methodologies, and strategies for implementing process reengineering. Case studies and discussion will center on four issues: (1) managing massive organizational and cultural change; (2) reengineering key business processes; (3) determining the most effective pace and place for changes in structure, personnel, and management processes (including planning and budgeting); and (4) effectively deploying technology during reengineering. You also will examine the applicability of corporate models, the relationship between TQM and process reengineering, and strategies for change management. Senior administrators for academic and support functions will benefit the most from this presentation. *Sponsored by the AAHE Asian Pacific Caucus.*

Presenter: **Susy S. Chan,** Vice President for University Planning and Information Technology and Associate Professor, Department of Computer Science and Information Systems, De Paul University.

S-31 Moving Ahead on Assessment: Designing Assessments to Move the University Into the 21st Century

To be worth the time and effort, assessment must help an institution identify its strengths and weaknesses in a way that can be tied into institutional planning, particularly for improving the educational experiences of students. This workshop, which is targeted to people in the early stages of campus assessment efforts, will focus on the creation of assessment activities that can make a difference. Both quantitative and qualitative approaches will be examined, with an eye toward their usefulness in campus quality improvement and planning processes. You will be encouraged to share your questions, anxieties, and dreams about assessment in the workshop.

Presenters: **Karl L. Schilling,** Director, AAHE Assessment Forum, AAHE; **Barbara Wright,** Associate Professor of German, University of Connecticut.

S-32 Redesigning Collegiate Leadership: Teams and Teamwork in Higher Education

On our increasingly diverse and complex campuses, the ideal administrator is one who knows how to find and bring together diverse minds — reflecting variety in points of view, thinking processes, and question-asking and problem-solving strategies. In this workshop, "leadership" will be defined as what people in leadership positions do *together*, rather than independently, and you will learn to move toward a model of collaborative leadership. Drawing on case studies from their book, Bensimon and Neumann will involve you in a series of exercises to examine (1) differences between "real" and "illusory" administrative leadership teams; (2) how team members may contribute individually to the collective thinking of the group; (3) the relations and interpretive skills needed to build and maintain teams; and (4) other strategies for creating teams that lead, act, and think together. You will receive a copy of their book *Redesigning Collegiate Leadership: Teams and Teamwork in Higher Education. Sponsored by the AAHE Hispanic Caucus.*

Presenters: **Estela S. Bensimon,** Associate Professor and Senior Research Associate, Center for the Study of Higher Education, Pennsylvania State University; **Anna Neumann,** Associate Professor, Depart-

ment of Educational Administration, Michigan State University.

S-33 Introduction to Total Quality Management

"Continuous improvement" and "managing by fact" are two principles of total quality management (TQM) that can help higher education develop and implement fundamental change — both in how we administer our colleges and universities and in how we carry out our missions of instruction, research, and service. Using a problem-solving model for process improvement, this workshop will introduce you to the statistical foundations of TQM and to the conceptual principles on which the pursuit of quality relies.

Presenters: **G. Gregory Lozier,** Executive Director, Planning and Analysis, Pennsylvania State University; **Deborah J. Teeter,** Director, Institutional Research and Planning, University of Kansas.

S-34 Developing, Strengthening, and Evaluating Writing Across the Curriculum

Writing Across the Curriculum (WAC) programs are designed to improve student writing and enhance learning through writing in all disciplines. In this workshop, participants will discuss WAC program theory and practices, methods of implementation, pitfalls to avoid, and connections with other faculty-development programs. Discussion also will focus on WAC in relation to outcomes assessment and program evaluation. You will have an opportunity to develop long-range plans for your own WAC program. This interactive workshop will be especially appropriate for faculty, deans, and other administrators involved in WAC or other faculty-development programs. *Sponsored by the Council of Writing Program Administrators.*

Presenters: **Barbara Walvoord,** Director, Writing Across the Curriculum, and Codirector of Research, Project for Improving and Rewarding Teaching, and Professor of English, University of Cincinnati; **Edward White,** Professor of English, California State University, San Bernardino; **Gail F. Hughes,** Coordinator of Program Evaluation, Minnesota Community College System.

S-35 Building an Engaging Undergraduate Curriculum Using Assessments of General Education

This workshop is designed for faculty, department chairs, and deans at institutions with distributional general-education requirements. You will examine techniques for building course clusters and sequences that engage students and promote specific learning gains. You will learn how to link the courses students take with their improvement in learning by using an assessment plan that not only meets accreditation and accountability standards but also points to more effective teaching, learning, and advising. Portland State University's recent curriculum reform effort will be used as a model. You will receive a copy of Portland State's *General Education Working Group Report and Recommendations* (1993) and *What We Can Learn From Coursework Patterns About Improving the Undergraduate Curriculum* (1993). *Sponsored by the National Center for Postsecondary Teaching, Learning, and Assessment.*

Presenters: **James L. Ratcliff,** Director, National Center for Postsecondary Teaching, Learning, and Assessment, Pennsylvania State University; **Michael Reardon,** Provost, Portland State University; **Patricia Yaeger,** Research Assistant, Center for the Study of Higher Education, Pennsylvania State University.

S-36 Assessment as a Means of Inclusion in the Academic Workplace

This workshop will introduce you to a variety of assessment implementation strategies that have proven effective in a diversified academic workplace. Emphasis will be placed on assessment as a means of inclusion rather than exclusion of minorities in higher education. *Sponsored by the AAHE Black Caucus.*

Presenter: **James Anderson,** Dean, Division of Undergraduate Studies, North Carolina State University.

S-37 Portfolios for Professional Growth

This leadership-development workshop is designed for faculty and administrators interested in alternative strategies for documenting professional growth. One such strategy currently being explored in a variety of educational settings is the "professional portfolio" — a tool that allows for attention to context, rationale, and personal strengths. Portfolios hold particular promise for women and others whose work may not receive full recognition through existing, more standardized mechanisms for evaluation. You will learn about the use of portfolios for both evaluation and improvement, and how to develop a portfolio of your own, structured around your own professional goals. You will receive helpful materials. *Sponsored by the AAHE Women's Caucus.*

Presenters: **Josephine Davis,** President, York College, CUNY, and Chair, AAHE Women's Caucus; **Pat Hutchings,** Director, AAHE Teaching Initiative, AAHE.

S-38 Making Instruction More Accessible to Students With Disabilities Through the Use of Information Technologies: Computers as Adaptive Devices

Computer-related technologies can make instruction more accessible to students with disabilities by helping them prepare coursework, participate in classroom experiences, and use libraries and other information resources. This workshop will review such technologies and related campus policy issues, including compliance with the Americans With Disabilities Act. You will receive guidelines for establishing a computer lab that is acceptable to people with various disabilities, as well as an overview of the Project Equal Access to Software and Information (EASI) Seminar Series and other resources available to help meet the rapidly growing range of learning needs for students.

Presenter: **Norman Coombs,** Professor of History, Rochester Institute of Technology, and Chair, Project EASI.

Hotel Reservations and Discounts

The site of the 1994 National Conference on Higher Education is the Chicago Hilton & Towers. AAHE has negotiated special room rates for conference participants at the Hilton. The deadline for reservations at these special rates is *March 2, 1994*. Rooms are assigned on a first-come, first-served basis.

- To get the **special rates** shown, you must **mail or fax** your completed Hotel Reservation Form *(below)* to: Chicago Hilton & Towers, Attn: Reservations Dept., 720 South Michigan Avenue, Chicago, IL 60605; fax 312/663-6528. (Do *not* send your form to AAHE.)
- List definite **arrival and departure times.** The hotel will hold your room only until **4:00 PM,** unless your reservation is confirmed by credit card.
- If you are **sharing** accommodations with others, submit only one form for your group. List the name(s) of your roommate(s) on the form.
- The meeting rooms of the Chicago Hilton are **accessible by wheelchair.** Note any special housing needs.
- **Do not send payment** with your form. Once you are assigned a room, the hotel will send you a confirmation and notify you if a deposit is required.
- **Do not** send the Hotel Reservation Form to AAHE.

Registration Form Instructions

- **Mail or fax** your completed Registration Form *(right)* with your **payment or purchase order** to NCHE Registration, AAHE, One Dupont Circle, Suite 360, Washington, DC 20036-1110; fax 202/293-0073.
- If you pay by credit card and fax in your Registration Form, *do not* send a duplicate form by mail, unless you mark the duplicate "Confirmation Duplicate."
- Make **checks payable to** "AAHE National Conference."
- AAHE is an individual member association; your institution cannot be a member. You must be an AAHE member, or join on the Registration Form, to get the **discounted member rate.**
- Registrations postmarked or faxed after *March 4, 1994*, are subject to a **$20 late fee.**
- The **"Full-Time Faculty"** rates are only for faculty teaching full course loads; they are not available to faculty on administrative assignment. **"Student"** rates are for students engaged primarily in study, not employment.
- The names of registrants whose forms are received after *March 4, 1994*, will not appear in the **Preregistrants List** distributed at the conference.
- The information marked on the Registration Form with an asterisk (*) will appear on your **conference badge**; please type or print legibly.
- If you need **more information,** call 202/293-6440.

HOTEL RESERVATION FORM **AAHE National Conference on Higher Education, March 23-26, 1994**

Mail form to: Chicago Hilton & Towers, Attn: Reservations Dept., 720 South Michigan Avenue, Chicago, IL 60605; fax 312/663-6528

Arrival Date _____ Time _____ Departure Date _____ Time _____

Name (please print or type) _____ ( ) Daytime phone _____

Address _____

City _____ State _____ Zip* _____

Name(s) of Roommate(s) _____

Special Access/Participation Needs ♿ _____

Room Type: ☐ Single Room *(1 person)* ☐ Double/Twin-Bed Room *(2 persons)* ☐ Suite
☐ Nonsmoking ☐ Smoking

Location: ☐ Hotel ☐ Towers

		Hotel			*Towers*
Rates (check one):	**Studio Single:**	☐ $ 80 (parlor w/ rollaway bed)			N/A
	Single:	☐ $ 99	☐ $109	☐ $111	☐ $185
	Double:	☐ $119	☐ $129	☐ $139	☐ $210
	Suites:	☐ $395 and up			☐ $440 and up
	Additional Person:	☐ $ 25			

Use credit card to confirm reservations beyond 4:00 PM arrival:

Credit Card Name _____ Credit Card Number _____ Exp. Date _____

Deadline for reservations at the special rates is March 2, 1994. If the rate you request is not available, the next higher available rate will be confirmed. Rooms will be held until 4:00 PM on the stated date of arrival unless a later time is confirmed by credit card. Rates are subject to combined state and city tax of 14.9%.

Registration Form

AAHE NATIONAL CONFERENCE ON HIGHER EDUCATION ■ March 23-26, 1994 ■ Chicago, IL

*Last Name _____ *First Name _____ *M.I. _____

Position _____

*Institution _____

Address (Students Use Home Address) _____ Daytime Phone ( ) _____

*City _____ *State _____ Zip _____ Daytime Fax ( ) _____

Please indicate any special access or participation needs ♿ _____

A. CONFERENCE REGISTRATION

If your registration will be postmarked after March 4, 1994, add $20 late fee in Box F. If you are already an AAHE member, provide membership number below off your mailing label. Check one box.

A- _____

AAHE Members:	❑ Regular $235	❑ FT Faculty $185
	❑ Retired $145	❑ Student $115
Nonmembers:	❑ Regular $320	❑ FT Faculty $270
	❑ Retired $195	❑ Student $165

Family members (outside education): ❑ $30 each.
Provide name(s) below:

_____

_____ TOTAL $ _____

B. WORKSHOPS

To register, mark the appropriate workshop(s) below and add the appropriate fee(s) in Box F. To be enrolled in an alternate workshop if your first choice is full, indicate your second and third choices. Workshops are filled on a first-come, first-served basis. Your confirmation will indicate the workshop(s) in which you have been enrolled.

Wednesday AM ($50) _W-10 _W-11 _W-12 _W-13 _W-14 _W-15 _W-16

Wednesday all day ($100) _W-17 _W-18

Wednesday PM ($50) _W-19 _W-20 _W-21 _W-22 _W-23
_W-24 _W-25 _W-26 _W-27

Saturday PM ($50) _S-30 _S-31 _S-32 _S-33 _S-34
_S-35 _S-36 _S-37 _S-38

TOTAL $ _____

C. AAHE MEMBERSHIP

Join AAHE and register at the discounted member rate. Check one box:

Regular: ❑ 1 year $80 ❑ 2 years $155 ❑ 3 years $230

Student/Retired: ❑ 1 year $45

TOTAL $ _____

D. CAUCUS MEMBERSHIPS

Optional, but you must be an AAHE member to join any caucus; join caucus for the same number of years as your membership. All caucuses are open to all AAHE members. Indicate choice(s) below and add the appropriate fee(s) in Box F:

___ yr(s) American Indian/Alaska Native Caucus $10/yr
___ yr(s) Asian Pacific Caucus $15/yr
___ yr(s) Black Caucus $15/yr
___ yr(s) Hispanic Caucus $25/yr
___ yr(s) Lesbian/Gay Caucus $10/yr
___ yr(s) Women's Caucus $10/yr

TOTAL $ _____

E. TICKETED ACTIVITIES/EVENTS

Check the activities you are interested in attending below and add the appropriate fee(s) in Box F.

Governance Leadership Retreat	❑ $60
Chicago Adventure Bus Tour	❑ $25
Black History Bus Tour	❑ $35
Field Museum Reception/Banquet	❑ $85
Black, Hispanic, and Asian Pacific Caucus Career Development Seminar	
Caucus members	❑ free
Nonmembers	❑ $50
Hispanic Caucus Forum/Luncheon	❑ $25
Women's Caucus Dinner	
Caucus members	❑ $25
Nonmembers	❑ $35

TOTAL $ _____

F. PAYMENT DUE

$ _____	Basic Registration Fee *(See Box A)*
+ _____	Workshop Fee(s) *(See Box B)*
+ _____	AAHE Membership Dues *(Joining or Renewing) (See Box C)*
+ _____	AAHE Caucus Membership Dues *(See Box D)*
+ _____	Ticketed Activities Fee(s) *(See Box E)*
– _____	Fall 1993 Membership Promotion * *(Subtract $25 and attach coupon.)*
– _____	Sponsored by an AAHE member * *(See "Bring A Colleague") (Subtract $25 and provide sponsor's name.)* _____
– _____	Blizzard Discount * *(Subtract $100 and attach NCHE Blizzard Coupon.)*
+ _____	Late Fee *(add $20 if this form is postmarked/faxed after March 4, 1994)*
$ _____	**TOTAL PAYMENT DUE** *(*Registrants may apply only one discount.)*

G. PAYMENT METHOD (FID#52-0891675)

Payment must be in U.S. dollars. Check one box:

❑ Purchase Order *(no purchase requisitions accepted)*
❑ Check *(payable to AAHE National Conference)*
❑ VISA ❑ MasterCard *(VISA and MasterCard only)*

Credit card number _____ Exp. date _____

Cardholder name _____

Cardholder signature _____

Registration fees are transferable within fee categories. AAHE will refund fees (less processing charge of $50 for registration fees and $5 for workshop/event fees) provided refund request is made in writing and postmarked by March 4, 1994. Refunds will be made after the conference.

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Ref. _____ 6 7 8 V / M / PO / T1 / T2 Amt. _____

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25th ANNIVERSARY
Celebrating
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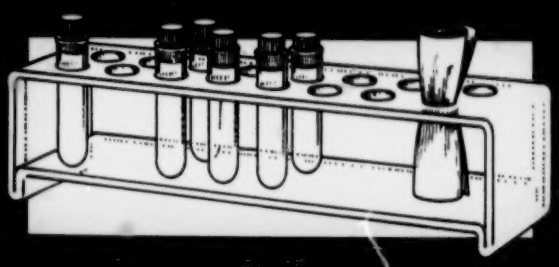
1969 AAHE 1994

THE CONTRACT ALTERNATIVE

an experiment in teaching and assessment in undergraduate science

by Sheila Tobias



COLLABORATIVE FACULTY WRITING

by Thomas B. Jones and Chet Meyers

SERVICE AND SERVICE-LEARNING

a guide for newcomers

by Jane Howard and Lewis Albert

BEST COPY AVAILABLE

In this issue:

What do this *Bulletin*, AAHE's most recent conference, and a member of our Board have in common? While I can imagine a number of quite pleasant possibilities, I have in mind, unfortunately, that all three suffered at the hands of Mother Nature in January.

In Washington, D.C., unusually low temperatures, cold-related power shortages, and icy roads during the production cycle for this issue forced the AAHE office itself to shut down — twice! — and on several other occasions to close early or open late. Work backed up; proofs were delayed; on one occasion, even Federal Express couldn't deliver (that and the closing of the federal government tipped us off that things had gotten serious!). As a result, this issue reaches you late, and for that we apologize.

In New Orleans, AAHE's 2nd Conference on Faculty Roles & Rewards (January 28-30) suffered a different weather-related effect. AAHE staff who arrived early to set up the conference found it a balmy 75 degrees outside. But on the 28th, a cold front hit, dropping temperatures to the 40s and bringing rain. While the event went off as planned — *smashingly* — much worse weather up north prevented or delayed the arrival of dozens of registrants.

Finally, as Ted Marchese notes in his "Bulletin Board" this month, California's January earthquake devastated CSU-Northridge, the campus of AAHE's past chair, Blenda Wilson. At least one student was killed in the collapse of an apartment building; every structure on campus sustained damage. An occurrence like that certainly puts all the petty annoyances of a little snow, ice, and cold in perspective.

—BP

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THE CONTRACT ALTERNATIVE

An Experiment in Testing and Assessment in Undergraduate Science

by Sheila Tobias

with Ralph Dougherty and Jacqueline Raphael

How does an instructor get his or her students to do the kind of studying that produces mastery of the subject and, as an ancillary benefit for students, a good or at least passing grade in a course? Instructors generally know what their students need to do to learn the material and get a good grade, and may even (piously) lecture them about the work that is required. But — and this is the theme of this report — because professors generally test their students only on the *outcome* of that work (assuming good study habits will produce good outcomes and bad study habits, poor ones), students are not motivated to do what the instructor advises, only to do what they know already how to do and, when the exam comes, hope for the best.

Students who do not do well will often concede that they didn't put in "enough effort"; others, rationalizing their study skills, will attribute a poor (or even a good) grade to "luck" or to the fact that the exam was "harder" (or "easier") than they expected. But even those students who attribute their poor performance to "not enough effort" might not know what it is they did or didn't do that made the difference.

And so we ask, is it not the responsibility of instructors to motivate their students to do the work required, and *to teach them how* to do that work *most effectively and expeditiously?* And if so, how can instructors — who have only examinations and examination grades to employ as motivators — succeed in teaching such study skills?

Sheila Tobias is an author and consultant on science education to Research Corporation; she can be reached at PO Box 43758, Tucson, AZ 85733. Jacqueline Raphael is a freelance education writer in Tucson. Ralph Dougherty is a professor of chemistry at Florida State University.

An Experiment

Ralph Dougherty, a professor of chemistry at Florida State University, thinks he may have an answer to that question. On the first day of his Organic Chemistry class, he tells the 200-plus students that he knows two things they don't, and he is prepared to help them learn both. The first thing is, of course, organic chemistry, a subject in which he has decades of experience as a learner, as a practitioner, and as a teacher. The second is, as he puts it, "how to *study* organic chemistry."

Dougherty is so certain that students will learn organic chemistry if they diligently follow his detailed prescriptions about how to study that he takes the next radical step: He promises them that if they will *contract* with him to follow his prescriptions, he will *guarantee* them a passing grade.

On the surface, this might sound like pedagogical socialism ("from each according to his ability, to each according to his needs"). But Dougherty's radical shift to a contract system began not in theory but with a compassionate observation: that only 50 percent of the students taking Organic Chemistry at Florida State typically passed the course with the necessary *C* or better; *D*'s, *F*'s, and *W*'s (withdraws) accounted for the rest.

It was hardly his teaching that was at fault; Dougherty is a prize-winning instructor, meticulous in his preparation and deeply

dedicated to his students. Instead, it was in part the reputation of Organic Chemistry as a "weeder" course. Students were intimidated before they even began it, and the classroom culture was competitive, almost frantic. Dougherty was disturbed that Organic Chemistry was "the kind of course that gives science a bad name on this campus."

All these concerns caused Dougherty "to go for the jugular" — the failing student — instead of attacking the veins, shall we say, by attempting to change the content or pace of the course. Instead of complaining about the chasm between teacher expectations and student outcomes, Dougherty and his associates devised a strategy they believed could "rescue" the able student who was having difficulty early in the course. Dougherty set himself a simple goal: to raise the success rate in Organic Chemistry to that of other science and engineering courses *without lowering standards.*

Along the way, Dougherty was able to address aspects of his teaching that had bothered him in the past. For one, he was not meeting the students he needed to see most and most often, namely, those who were working hard but not passing. Also, he had reason to believe from hearsay and anecdote that even "good students" were taking lecture notes, writing up lab reports, and studying and reviewing the material in a haphazard and inconsistent manner.

Instead of student-bashing, as some instructors are wont to do, Dougherty decided that it was his students' lack of systematic training in how-to-study-science that was getting in their way. And he decided to do something about it. The result was an optional "performance contract," put into place as an experiment for the first time in the spring of 1993.

On the first day of class, Dougherty offers students two options: (1) to take the course on a non-contractual basis and receive a grade based solely on their performance on the four in-class interim examinations and one final, or (2) to sign the performance contract, meet (or exceed) its obligations, and be guaranteed at least a *C-* (the lowest passing grade). If at any time a student fails to meet the requirements of the contract, the contract is voided and the student is back on his or her own. (The contract appears in the box, *right.)*

The innovation takes each step of grading as an opportunity for further teaching, and for converting a failing experience into a positive one.

Dougherty's performance contract is very specific, detailing the work he believes a student should do to learn the material. Because he is so sure that the *work*, rather than something less controllable, such as "ability," will make the difference, Dougherty puts his *belief* on the line and will pass students who fulfill the terms of the contract, even if their in-class exam scores don't warrant it.

On the surface, Dougherty's deal seems too good to pass up, and most students do sign. But fulfilling the requirements of the contract is far from easy. Some of those requirements are:

- Read all pertinent text material prior to the lectures.
- Attend all lectures and recitation sections and take comprehensive notes; the notes must be *transcribed* into a bound notebook, together with notes from the required text, including headings and complete examples.
- Outline the entire course, providing an overview of course materials.

The bound notebooks are an important component of the contract because the students must bring them along for mandatory meetings with their instructor. To guarantee original and sustained effort, Dougherty requires that students use a bound book with preprinted page numbers — so pages cannot be deleted or inserted. This means that notes cannot be photocopied from other students and must be kept up-to-date.

The notebook figures in the contract in a number of ways. If a student under contract scores below a 70 on an exam during the semester, he or she must come see the instructor, notebook in hand. If the notebook is incomplete, or if the student does not come in on schedule — within forty-eight hours of being called — the contract is voided.

Dougherty conveys to his students a clear notion of how much time is needed to learn organic chemistry. As part of the contract, he requires them to log their hours spent and work done, requiring a minimum of nine hours of work per week, exclusive of lectures and recitations, with no more than two hours counting in any one day. He knows something his students do not yet know: that sustained effort is more valuable than sudden spurts and all-nighters.

He also is trying to get them to discover for themselves how much out-of-class time is actually needed to get the work done. Students coming out of high school, where classes routinely accommodate after-school work and activities, do not always know what "three hours outside of class for every hour in class" actually entails.

Dougherty's contract also requires students to:

- Work all assigned problems and cooperate with a peer *group* to turn the problems in for credit.
- Work with that same group on all quizzes and pretests.
- Review all notes for the course not less than once a week, and note the review in the log.

Preliminary Results

In the first semester in which Dougherty's performance contract was offered, 85 percent of his Organic Chemistry students signed on (191 of 225 students).

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During the course, about 30 percent of the contract students had their contracts voided by the instructor, either by their own request or because they failed to meet the contract's terms. Dougherty reports that the most common reason was a student's failure to appear for a required in-office interview. More than ten students were dropped from the contract list after each of the four in-class exams for this reason, or because they did not improve their notebooks after Dougherty had told them to do so.

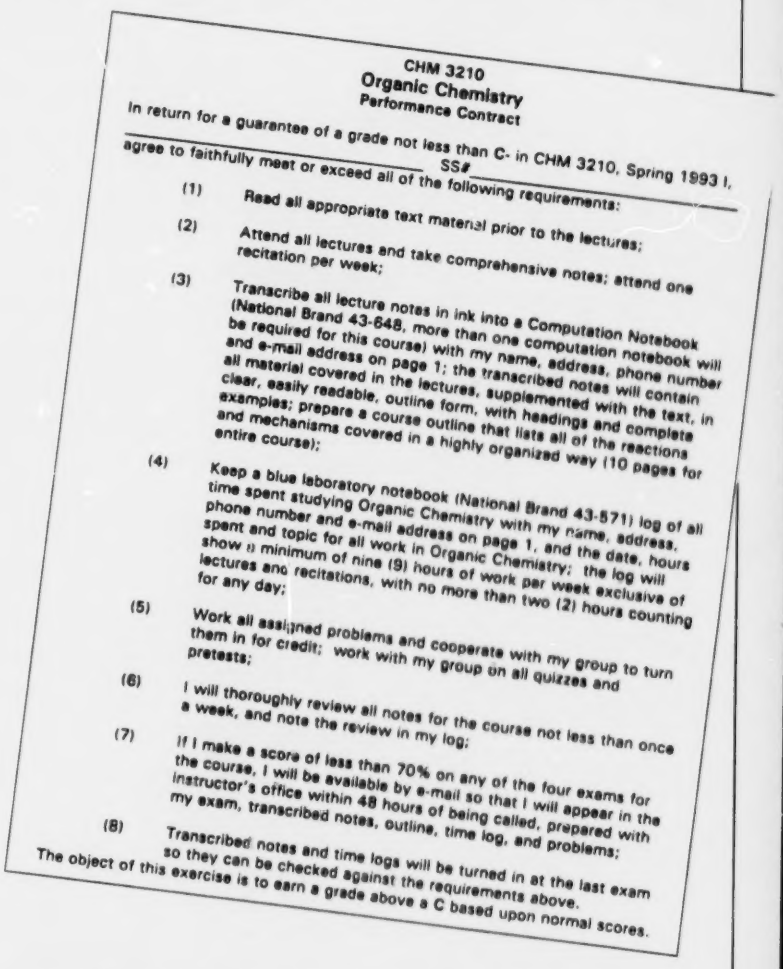
In the first year in which the contract was offered, the percentage of students who received *D*'s, *F*'s, or *W*'s dropped from the typical 50 percent to 19 percent. Further, the failure rate among those students who did *not* sign the contract was higher than was the proportion of contract students who would have failed had their adherence to the contract's conditions not guaranteed them a *C*-.

Still, what about those contract students who would have failed without the guarantee? Why did they perform so poorly even though they were meeting the conditions of the contract? The principal cause, Dougherty believes, was fear of failure; the second most important was poorly developed study skills. Of the nine, seven were women, one African-American. One of the two male students was Hispanic and spoke English as a second language. Another of the nine was dyslexic. More than half of the group commented in post-exam interviews that they suffered "exam anxiety."

Important to Dougherty was that the contract arrangement forced interaction with the very students he had been missing in the past: students who worked hard but still did poorly. And under the contract arrangement, a number of those students did pass. (It is impossible to say except by statistical inference how many students would have failed had they not followed the terms of the contract.)

Further, the students in the experimental class were learning organic chemistry. After using the contract again in the summer of 1993, Dougherty came to believe that these students' six-month retention of the subject matter would compare favorably with that of students taught with a traditional approach. To test his hypothesis, Dougherty collaborated with a colleague to give an ACS standardized organic chemistry test to all the Organic Chemistry students in his two-semester sequence and in his colleague's traditional class. The results indicated that Dougherty's students did at least as well as the control class did on the test.

Also significant was that the number of *A*'s and *B*'s was higher in the class in which the contract was offered compared, again, with the control section. To Dougherty, this suggests that the innovation influenced the study habits of even the best students in the contract class. He believes that although many of these *A* and *B* students did not maintain the contract throughout the term (because their exam scores were high and they were not worried about failing), the presence of the contract created a positive classroom culture that affected a large proportion of the students in his experimental class.



CHM 3210
Organic Chemistry
Performance Contract

In return for a guarantee of a grade not less than C- in CHM 3210, Spring 1993 I, _____ SS# _____ agree to faithfully meet or exceed all of the following requirements:

(1) Read all appropriate text material prior to the lectures;

(2) Attend all lectures and take comprehensive notes; attend one recitation per week;

(3) Transcribe all lecture notes in ink into a Computation Notebook (National Brand 43-648, more than one computation notebook will be required for this course) with my name, address, phone number and e-mail address on page 1; the transcribed notes will contain all material covered in the lectures, supplemented with the text, in clear, easily readable, outline form, with headings and complete examples; prepare a course outline that lists all of the reactions and mechanisms covered in a highly organized way (10 pages for entire course);

(4) Keep a blue laboratory notebook (National Brand 43-571) log of all time spent studying Organic Chemistry with my name, address, phone number and e-mail address on page 1, and the date, hours spent and topic for all work in Organic Chemistry; the log will show a minimum of nine (9) hours of work per week exclusive of lectures and recitations, with no more than two (2) hours counting for any day;

(5) Work all assigned problems and cooperate with my group to turn them in for credit; work with my group on all quizzes and pretests;

(6) I will thoroughly review all notes for the course not less than once a week, and note the review in my log;

(7) If I make a score of less than 70% on any of the four exams for the course, I will be available by e-mail so that I will appear in the instructor's office within 48 hours of being called, prepared with my exam, transcribed notes, outline, time log, and problems;

(8) Transcribed notes and time logs will be turned in at the last exam so they can be checked against the requirements above.

The object of this exercise is to earn a grade above a C based upon normal scores.

Changing the Nature of Teaching

Dougherty sought to improve student performance by mandating and teaching effective study habits. Two groups benefitted immediately from the contract: students who would have failed if their final grades had been based solely on their exam scores, and students who hadn't known how to study organic chemistry but learned.

Another benefit, expressed by

one of Dougherty's students in a post-course, open-ended evaluation, was that the course contract forced students to "face failure." One student said, "The thought of being interrogated was enough to make me do well on the exams." Students learned to deal with failure constructively, that is, to use exams as opportunities for feedback and help.

It is certainly true that Dougherty's method reorients the nature of teaching around assessment. The innovation takes each step of grading as an opportunity for further teaching, and for converting a failing experience into a positive one. For example, in the individual post-exam conferences (required, not just recommended, for low-scoring students in Dougherty's scheme), the student's exam, notebook, and study habits are discussed and redirected.

In a subsequent trial, Dougherty experimented by eliminating the requirement that contract students keep a study log. He discovered that the log had been particularly useful for students. It made them more aware of their role in the contract and the course more generally. So he brought the log back, and suggests it strongly as an important aid to the contract.

The innovation also represents a new domain for assessment: *auditing the work done by students throughout the semester* and giving a grade based on more than just exam performance. Indeed, in describing his contract, Dougherty uses the word "auditable" to describe his new-found ability to monitor students' *work* for class, not just their comprehension (which might simply be immediate retention) of the subject matter. Scores on exams, he argues, used to tell him only what his students knew at the moment. His audits of "contract performance" show him the how and why behind exam results and help him focus on deeper, longer-term learning.

Conclusion

Many before us have noted that exams as they are currently structured bear too large a burden. They are employed variously to measure student performance, provide students with feedback about their performance, provide a department with feedback about an instructor's performance, and motivate students to do the work. Physicist Peter Kennedy has gone so far as to claim that there is a pernicious if unwritten "contract" between students and their professors to the effect that "students will accept bad teaching so long as it is accompanied by bad examinations."[1]

In the first year in which the contract was offered, the percentage of students who received *D*'s, *F*'s, or *W*'s dropped from the typical 50 percent to 19 percent.

Arnold Arons and others have complained that, given the classroom culture already in place in science classrooms, students tend not to pay attention to lessons from their instructors on heuristics, study habits, and cognition.[2] Students are primarily concerned about their grades on exams. Therefore, it is unlikely that they will try out, on their own, new study techniques that might result in failure.

By now, most instructors recognize that there are limitations to the standard arrangement. If a student is potentially quite talented in organic chemistry, say, but doesn't know how to study for the course, or if a student uses practices that were successful in other courses but do not transfer as successfully to the next one, the student might never recognize that the problem is his or her studying style. The poor grade tells the student only that he or she "doesn't have the stuff." The student, eager to survive, then sees no option but to drop the course or to accept the failing grade.

Another problem in the standard scheme, as pointed out by physicist David Hestenes, is this one: By grading only performance, an instructor is conveying to his or her students that any way they can master the material is as good as any other way. An *A* grade arrived at through short-term cramming holds (but ought not to) the same weight as an *A* based on patient, daily study of the material so that it is well integrated into the student's mind.[3]

One of Dougherty's students makes this quite explicit, writing in an end-of-course evaluation:

> Before the contract, I would study for the tests by doing my studying in big hour blocks. I found the suggestion of only studying two hours per day to be the most useful [recommendation] of the contract. . . . I also found that, by following the notes that I had recopied, I was able to immerse myself totally in material that I normally would have looked at only once or twice.

This particular student had opted not to sign the contract, but found it useful to follow its terms, nevertheless. ■

1. Quoted in Arnold Arons, "Uses of the Past: Physics Curricular Reform, 1955-1985," *Interchange* (Toronto: OISE Press, 1992).
2. Ibid.
3. David Hestenes and Malcolm Wells, "A Mechanics Baseline Test," *The Physics Teacher* 30(March 1992):159-166.

Note

Sheila Tobias and Jacqueline Raphael are compiling an interpretive summary of examination innovations in undergraduate science, called *In-Class Examinations: New Theory, New Practice for the Teaching and Assessment of College-Level Science*, to be published by California State University Press. Readers who would like to contribute to the collection should send a description of their new examination form and/or practice, including where and how long they have been using it and how they can be reached, to Sheila Tobias, PO Box 43758, Tucson, AZ 85733.

COLLABORATIVE FACULTY WRITING

Two Heads Are Better Than One

by Thomas B. Jones and Chet Meyers

What happens when two college teachers from different disciplines, each with his own distinct writing style and personality, try to write a book together? And what if that collaboration involves mutually writing every line in an entire manuscript — combining different strengths and perceptions, striving for consensus in tone and style, and seeking a common voice throughout?

We faced those issues recently while writing a book about active learning, but found few guidelines or helpful hints to aid our efforts. We also learned much about the collaborative process in terms of editing and rewriting, peaks and pitfalls, and the overall quality of mutual writing. What follows is the story of our collaborative effort.

Thomas B. Jones (left) *is professor of history and Chet Meyers is professor of humanities at Metropolitan State University, 730 Hennepin Avenue South, Minneapolis, MN 55403.*

The Project

Four years ago, our state university system held its first annual teaching conference. Rather than inviting some academic circuit rider as a keynote speaker, the conference coordinators solicited workshop proposals on innovative teaching ideas from faculty throughout the system. The conference turned out so well that many participants wanted to capture its essence in print for colleagues who could not attend.

As participants in that conference, we saw an opportunity to work on something that interested us both and also could be a useful faculty-development resource for our own university. What started out as a modest in-house "cookbook" of teaching recipes soon expanded into a full-length book. We wanted to encourage teachers to move beyond the traditional college lecture and use instead a variety of active learning strategies in their classrooms. The book would suggest practical models and provide guidelines for strategies such as small groups, simulations, case studies, and cooperative student projects.

We realized that our academic audience would want these practical items grounded firmly in educational theory and research on student learning, so we faced a tremendous task — one that likely would have overwhelmed us as individual writers. However, the encouragement and prodding of colleagues, along with our own fascination with what we were discovering about teaching, kept the project alive. The result: *Promoting Active Learning: Strategies for the College Classroom* (Jossey-Bass, 1993).

A few weeks after the book was published, we found ourselves discussing what we had learned and how we felt about our collaboration. We agreed that writing the book had been an overwhelmingly positive experience but also recalled some anguished and trying moments. Both of us care about good writing, study it, and strive for improvement as we publish in our respective fields. Naturally, we had developed strong inclinations toward our individual writing styles and voices — quite strong inclinations. Though we never engaged in mortal combat over our differences, we did have disagreements. Our individual shortcomings as writ-

ers — use of the passive voice and hackneyed phrases, poor word order, purple prose — all mounted the scaffold at one time or another.

Thankfully, we had started this project as good friends — the result of fifteen years of teaching and working together at the same university. This common ground helped to soothe some of the more painfully honest exchanges we had to have about each other's writing. In the end, cheerfulness and goodwill usually won out over petulance and inflated egos.

The Collaborative Process

How did we do it and what did we learn? To meet our challenges and manage our tasks, we agreed to a general outline for the book and divided up the chapters according to our personal teaching experience and interests. Each of us took initial responsibility for researching and writing a first draft of our assigned chapters. Naturally, in our research, we always looked for sources and materials that would help each other. That part was easy. The process of moving from our *individual* initial drafts to *mutual* redrafts proved to be more of a challenge, however.

When one of us had completed the first draft of a chapter, we handed it over to the other, often attaching comments about unresolved questions and possible trouble spots. First drafts changed considerably as we gave each other a free hand to question, edit, reorganize, and rewrite. In this manner the emerging chapter became a mutual effort.

In returning a second draft to the original writer, we always talked about it. These discussions often boiled down to some fairly basic questions: What's the main point of this chapter? Will it make sense to the reader? Is this piece of information so important that it can't be omitted, or is it best used in another chapter? We also tripped over each other's transitions from one paragraph to another and discovered a few leaps in logic that would have challenged Baryshnikov. Once we had discussed and eliminated these stumbling blocks, the original writer prepared a third draft, and another round of discussions followed.

Finally, we sat down in front of the computer to work out what would go to our potential publisher. With the third draft in hand, one of us would read aloud (it helped tremendously to *hear* the words) while the other followed along on the screen. In this manner we resolved conflicts, slogged through the inevitable differences in writing style and voice, and improved the logic of our arguments and the order of our paragraphs. Submitting our polished drafts to an expert colleague for her opinion helped to resolve those disagreements for which we could find no compromise.

Later, as critiques came in from outside reviewers assigned by our publisher, we once again sat together to rework each chapter on the computer.

This was how we wrote the book. But what is more important — and more interesting — is what we learned in the process.

Struggles and Difficulties

Most of our disagreements revolved not around *what* was said but rather *how* it was said. Although college teachers were our primary audience, within this group were individuals who were already convinced about the value of active learning; remained skeptical of its uses; or were "sitting on the fence," perhaps willing to try something new. Our ideas about writing for this mixed audience sometimes clashed considerably. We had to establish a common voice, somewhere between Tom's "Just let them have it," and Chet's more guarded "Let's remember that we are writing for academics."

Treading lightly on each other's likes and dislikes in phrasing and grammar proved a bold adventure, and our collaboration produced some painful moments.

Learning to compromise as writers — knowing when to let go and when to stand firm on issues of content and style — proved a challenge. But our overall commitment to collaboration and our desire to write a good book, combined with a growing realization that often a colleague's criticism was true, helped smooth the road to compromise. We also quickly discovered the wisdom of returning drafts with hearty doses of praise for examples of clear thinking and good writing. Honest praise made equally honest criticism more palatable.

In retrospect, our struggle to develop a common voice had as much to do with differences in our *learning* styles as it did with our *writing* styles. Tom's approach reflected a divergent learning style — taking one thought or idea and spinning out a number of connections and alternatives. Chet's learning style was more convergent — seeing the common root in a number of different ideas. So, for example, a draft of Tom's writing might spill over with ideas and possibilities but lack coherence. In rewriting, Chet could corral the variety in Tom's thought and give it a coherent pattern; yet, without Tom's breadth and richness, the writing would have bypassed some key considerations.

We thought that our different disciplines (Tom, history, and Chet, theology) might pose a challenge. But that difference turned out well for our collaboration. Usually collaborations in academic writing are between colleagues in the same discipline, and sometimes differing perceptions of disciplinary "verities" lead to internecine academic combat. We were able to avoid such battles because we came from different disciplines and because our writing focused on a neutral ground — college teaching.

Advantages of Collaborative Writing

The speed of the writing process amazed us — particularly with regard to the problems that writers usually stumble over. With two heads working together, we breezed through such difficulties as:

■ **Paragraph transitions.** Writers always struggle with paragraph transition because of the

unstated assumptions bumping around in our brains as we write. Connections between paragraphs and ideas seem so obvious to us because of those unstated assumptions. But such implicit connections give our readers fits, precisely because we mistakenly assume they are thinking right along with us. With another writer collaborating on redrafts of each chapter, we quickly discovered these transition glitches.

■ **Finding the right word.** How often have you stared at your computer screen or poised your fingers over a typewriter keyboard, hopelessly stuck, waiting for the right word to magically propel your writing forward? How many times have you overused a particular word or phrase for lack of an alternative? Each of us ran into these problems, and a computer thesaurus didn't guarantee an automatic solution. During our computer writing sessions, we noticed that two brains loaded with somewhat different vocabularies worked wonders. Also, each of us provided the other with a built-in check on most cliches and time-worn phrases.

■ **Audience sensibility.** We both understood that talking down to our audience would spoil our writing, yet we had a bad habit of doing it all the same. (Did we mention how collaborative writing engenders a sense of humility — particularly when you are caught red-handed after pointing out a similar failing to your writing partner?) Sometimes, when reading a draft out loud, we heard these tonal problems for the first time. As we developed a more harmonic writing voice, examples of "talking down" leapt out at us, and we routinely corrected our mistakes.

■ **Loss of ego.** Everyone who writes has encountered the problem. You pen a brilliantly poetic phrase on a subject you care about immensely. You spin away from your computer with a smile of triumph, having achieved the academic equivalent of a Michael Jordan slam dunk. Yet your editor excises your brilliant wordsmithing from the draft. Why? It may have been a wonderful thought, but it simply didn't belong in the piece you were writing. We are so infatuated with our own writing — when it is good, and especially at first blush — that we cannot depend on ourselves to discard these beautiful but unmatched pearls. In these matters, the appraising, objective eye of a collaborator helps bring us back to earth.

Working on final drafts, discarding these unmatched pearls, we discovered some of them could no longer be traced to their source. One day, Tom stopped reading and said, "I really like this section, but it just doesn't fit." Reading the section over, Chet responded, "You're right. Fine with me if we drop it, but didn't you write it?" "No," Tom replied, "I'm pretty sure it was yours." Now, admittedly, we are both over fifty, and more brain cells are dying than regenerating, but that aside, often we simply could not remember who had written what. Clearly, the process of working on drafts together and making compromises had tempered our writing egos. As we worked our way through various drafts, we became more objective and less protective of our own writing turf.

■ **Momentum.** All writers go through spurts and stalls of writing momentum. Given our teaching schedules and other university responsibilities, neither of us could devote as much time as he wanted to the book. Happily, when one of us was bogged down with a faculty search committee or departmental woes, the other had free time to write; when the energy and enthusiasm of one slowed to a crawl, the other picked up the workload. Coincidence? Perhaps, but it did help to know that when one of us had stopped writing, for whatever reason, the other's momentum carried the book forward.

Parting Thoughts

In commending collaborative writing to others, we realize that some risk is always involved and all collaborative ventures will not be crowned with success. Still, the opportunity to learn about oneself and to improve one's writing makes the risk well worth it. It was for us.

When the reviews came back from the first completed draft of the book, each of the three reviewers commented on how well the manuscript read. Unaware of our process of mutual writing, one reviewer found it "difficult to tell where one stopped writing and the other started."

Though we had much to rewrite and more material to include as a result of these reviews, the fact that our writing collaboration had succeeded pleased us considerably. We had proven that two very different learning and writing styles could be blended successfully. Both of us had learned to be more objective about our writing and to broaden our writing styles — in effect, to write in a voice different from the ones we had developed over many years as individual writers.

At the same time, the process of collaboration and compromise did not water down our combined intellectual effort. Indeed, the process of mutual writing enhanced it. Collaborating on every chapter forced us to continually clarify what we wanted to say. Of course, we couldn't predict how our readers might judge the success or failure of our writing efforts. But each day, as we wrote and exchanged manuscript drafts, we had an immediate audience in each other. If we couldn't understand each other, how could our larger audience understand us? Mutual writing encouraged a higher level of intellectual discipline in terms of clarifying concepts, making connections, and considering alternatives than individual writing because the two of us were *thinking together*. Thus, our mutual writing process allowed us to think and reason in ways we could not have imagined on our own.

Although our readers will be the final judges of our success, we believe the book is much better because of our combined writing and thinking efforts. ■

SERVICE AND SERVICE-LEARNING

A guide for newcomers.

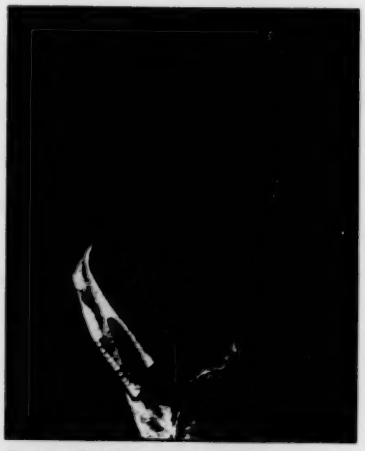
by Brian M. Harward and Louis S. Albert

Voluntary service . . . public service . . . community service . . . service-learning. . . . Under one or another of these headings, colleges and universities have for years and with increasing frequency been organizing "service" programs. In some cases, students take the lead; in others, faculty and administrators do so. On many campuses, what started out as voluntary service has evolved into course- and curriculum-based requirements. The extent and variety of such programs and the resources committed to them vary by institution.

Last year, President Clinton introduced a new element into the service conversation, the National and Community Service Trust Act (NCSTA), most often referred to as "AmeriCorps." Beyond its much-talked-about connection between service and financial aid, the NCSTA has had the general effect of sparking or deepening campus interest in service-related issues, particularly in "service-learning," in which experiences in service to others are incorporated into teaching and learning.

In response to that heightened interest, this year's National Conference on Higher Education (March 23-26, 1994, Chicago) will include presentations by two key participants in the service and service-learning conversation — Eli Segal, president and CEO of the newly created Corporation for National and Community Service, and Benjamin Barber, director of the Walt Whitman Center for the Culture and Politics of Democracy at Rutgers. (For more about the conference program and registration materials, see the January issue of the Bulletin.)

For newcomers to the service-learning concept, we offer these answers to some commonly asked questions and some suggestions for those readers seeking more information. →



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Is there a "typical" service-learning program?

Service-learning takes many forms, including internships, action research, courses with required service components, and more. The common denominator across them is the deliberate linking of service, academic study, and structured reflection.

Increasingly, it is faculty who are taking the lead in establishing curricular connections to service. Faculty also are taking the lead in establishing connections between campuses and off-campus communities.

In some instances, the service-related activity takes place within the structure of a particular course; in others, faculty work with students and community agencies to organize free-standing semester- or year-long programs of service-learning. Some programs even provide opportunities for service-learning in other countries.

How do such programs connect service with academic study?

Many campuses are incorporating service into their curricula under the rubric of "civic education," where the linkage of service and learning aims to develop in students the knowledge and skills required for responsible citizenship in a democracy.

Other campuses embrace the linkage of action, study, and reflection as a means of developing "character" in students; there, service experiences provide students with a context for reflecting upon their responsibilities both to one another and to the larger communities of which they are a part.

Still other campuses take an epistemological approach to linking service and learning, through exploring the complexity of connections between knowledge, practice, and responsibility. Programs of that nature lend a communal quality to learning, a quality that recognizes and draws upon the learners' appreciation of their responsibilities to the larger community.

Are some disciplines better suited than others to developing courses that integrate service and learning?

Service-learning courses can be found in virtually every discipline — biology and chemistry courses that require students to participate in programs of lead-paint testing in inner city homes . . . business management courses that have students work with local not-for-profit organizations . . . environmental studies courses that investigate the impact of pesticides on the health of migrant workers . . . student-developed independent study or thesis programs involving significant work

Organizations

Campus Compact: The Project for Public and Community Service
Campus Compact, a coalition of more than 400 college and university presidents, was established to foster in students a sense of civic responsibility and to contribute to the welfare of local communities through public service. Campus Compact provides technical assistance, administers the Howard R. Swearer Student Humanitarian Awards, and maintains two focus projects: one on mentoring programs and the other on integrating service and academic study.

Contact: Campus Compact, Brown University, Box 1975, Providence, RI 02912; ph. 401/863-1119, fax 401/863-3779.

Campus Outreach Opportunity League (COOL)
COOL is a national organization that supports student involvement in community service through a national conference (April 14-17, 1994, Boston), a newsletter *(Campus Outreach)*, campus-based workshops, grant programs, resource materials, and technical assistance. COOL also sponsors "Into the Streets," a yearly national event to develop student involvement and leadership in community issues.

Contact: Campus Outreach Opportunity League, 411 Washington Ave. North, Suite 110, Minneapolis, MN 55401; ph. 612/333-2665, fax 612/333-0854.

National Society for Experiential Education (NSEE)
NSEE is an association of individuals, institutions, and organizations that provides consulting services and publishes a bimonthly newsletter, monographs, and other publications. NSEE hosts an annual conference on experiential education (November 9-12, 1994, Washington, DC). NSEE also functions as a clearinghouse of information relating to experiential education and service-learning.

Contact: National Society for Experiential Education, 3509 Haworth Dr., Suite 207, Raleigh, NC 27609; ph. 919/787-3263, fax 919/787-3381.

The Partnership for Service-Learning
The Partnership for Service-Learning is a consortium of colleges, universities, service agencies, churches, and related organizations. The Partnership provides semester- or year-long service-learning opportunities in Ecuador, England, France, India, Israel, Jamaica, Mexico, the Philippines, and Scotland, in addition to U.S. sites in Appalachia and South Dakota. Students from more than 150 U.S. colleges and universities have participated in Partnership programs. The Partnership also provides support for curriculum development and holds an annual international conference.

Contact: The Partnership for Service-Learning, 815 Second Ave., Suite 315, New York, NY 10017; ph. 212/986-0989, fax 212/986-5039.

The Corporation for National and Community Service
The Corporation was established in 1993 under President Clinton's National and Community Service Trust Act. Funds will be used to assist states, nonprofit organizations, colleges and universities, consortia, and Indian tribes in creating full- or part-time national service programs that engage participants in meaningful, community-based service addressing unmet human, educational, environmental, and public safety needs. Program funding is available to colleges and universities on a competitive basis.

Contact: The Corporation for National and Community Service, 1100 Vermont Ave. NW, Washington, DC 20525; ph. 202/606-5000, fax 202/606-4854.

Suggested Readings

Barber, Benjamin R. *An Aristocracy of Everyone: The Politics of Education and the Future of America.* New York: Random House, 1992.

_____. *Strong Democracy: Participatory Politics for a New Age.* Berkeley: University of California Press, 1984.

Bellah, Robert, et al. *Habits of the Heart: Individualism and Commitment in American Life.* Berkeley: University of California Press, 1985.

Boyte, Harry, and Sara Evans. *Free Spaces: The Sources of Democratic Change in America.* Chicago: University of Chicago Press, 1992.

Campus Compact. *Rethinking Tradition: Integrating Service With Academic Study on College Campuses.* Ed. Tamar Y. Kupiec. Denver: Education Commission of the States, 1993.

Coles, Robert. *The Call of Service: A Witness to Idealism.* Boston: Houghton-Mifflin Company, 1993.

Gorham, Eric B. *National Service, Citizenship and Political Education.* Albany: SUNY Press, 1992.

Honnet, Ellen Porter, and Susan J. Poulsen. *Wingspread Special Report: Principles of Good Practice for Combining Service and Learning.* Racine, WI: The Johnson Foundation, 1989.

Kendall, Jane. *Combining Service and Learning.* 2 vols. Raleigh, NC: National Society for Internships and Experiential Education, 1990.

Nozaki, Roger. *Higher Education and National Service: A Campus Compact Guide to the National and Community Service Trust Act of 1993.* Denver: Education Commission of the States, 1993.

The National and Community Service Trust Act

The National and Community Service Trust Act (NCSTA) creates a decentralized federal framework for national and community service, integrating existing efforts and initiating a new full- and part-time national service program. National and community service, as defined by the NCSTA, addresses human, educational, environmental, and public safety needs through service that provides a direct benefit to the community in which it is performed; it develops public-spirited, effective citizens by instilling an ethic of civic responsibility; it strengthens a spirit of community by engaging individuals of all ages and backgrounds in common activities with common goals; and it does so without displacing or duplicating the functions of existing workers.

The centerpiece of the act, the national service program, supports full-time and part-time service participants in community-based programs, offering a stipend during service and a post-service award of $4,725 per term of full-time service to be used for past or present educational expenses (awards are smaller per term of part-time service). One term of full-time service is defined as 1,700 hours over 9-12 months; one term of part-time service is 900 hours over two years (or over three years for enrolled college students). Participants also receive health and child care benefits when necessary.

The act calls for the establishment of a new national Corporation for National and Community Service and bipartisan commissions for national and community service in each state. In addition to the national service program, the corporation will continue the programs previously administered by the Commission on National and Community Service (youth corps; national service demonstration programs; and school-based, community-based, and higher education service-learning programs), ACTION (VISTA and the National Senior Volunteer Corps), and the White House Office of National Service. The corporation was established in October 1993. The national corporation will provide an overall administrative structure for the federal initiatives, but the state commissions will administer two thirds of the national service funding, selecting sites, recruiting participants, and providing technical assistance.

The grants process for the NCSTA's national service program is expected to begin in early 1994, with funding announcements made in the spring and summer of 1994. The program will fund up to 20,000 participants in the first year and up to 100,000 participants over the first three years. ■

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with community agencies. For more examples, Campus Compact (see Organizations box) has compiled a guide, *Rethinking Tradition: Integrating Service With Academic Study on College Campuses*, that includes a collection of syllabi used in service-learning courses at a number of institutions.

What connections do colleges and universities need to make with their local communities in developing service-learning programs?

Colleges and universities, more than ever before, have a need to make meaningful community connections, and service-learning programs are well suited to meeting that need. Service-learning programs enable students, faculty, and staff to "get involved" by bringing campus resources to bear on local community problems, while at the same time providing important opportunities for student growth and development.

But to make those connections effectively, community voice and leadership must be part of the equation. Communities are not "laboratories" in which colleges and universities may experiment, nor are they merely "extensions of the classroom." Ultimately, it is the responsibility of the institution to be a "good listener" — to understand more deeply the needs and capabilities of the community in which the institution is located, as well as how the institution can best put its know-how, resources, and motivated learners to work in partnership with that community.

Next Steps

Resources like the Campus Compact guide mentioned above reflect the myriad of possibilities for incorporating service throughout the curriculum. For those readers interested in taking next steps on behalf of their institution, we have provided descriptions of several other organizations prominent in the service-learning arena, and a list of suggested readings. ■

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AAHE NEWS

AAHE Forum on Faculty Roles & Rewards

New Director Announced

AAHE is pleased to announce that **R. Eugene Rice,** vice president and dean of the faculty at

Antioch College, will become director of AAHE's Forum on Faculty Roles & Rewards effective July 1. He replaces current Forum director Clara Lovett, who is leaving AAHE in the spring to assume the presidency of Northern Arizona University.

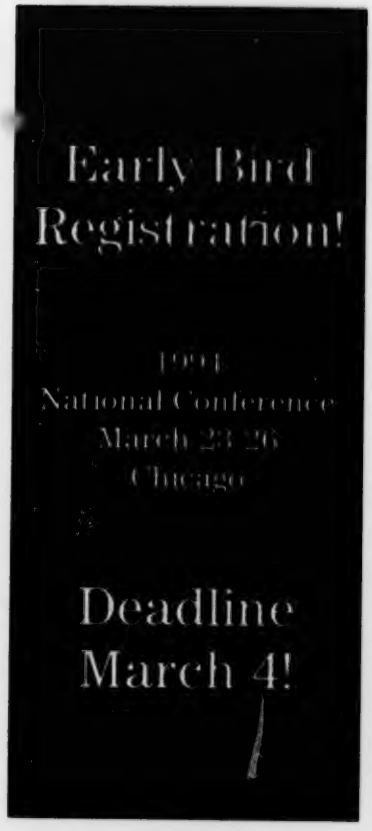
As senior fellow at the Carnegie Foundation for the Advancement of Teaching from 1988-1990, Rice worked closely with Carnegie Foundation president Ernest Boyer on *Scholarship Reconsidered* — a report that sparked the current round of campus interest in the reexamination of faculty priorities. Lately, Rice has been much in demand as a speaker and consultant on the topic "the new American scholar."

The Forum recently hosted the Second AAHE Conference on Faculty Roles & Rewards, in New Orleans. Speakers and 600+ attendees, including campus teams from more than eighty institutions, discussed the theme "Rethinking Faculty Work and Its Evaluation."

AAHE National Office

Change Wins an Award

The Council of Independent Colleges (CIC) recently recognized *Change* Magazine for its "visionary advocacy for higher education." The award was formally presented at CIC's 1994 Presidents Institute, held in January. *Change* is published by Heldref Publications under AAHE's editorial leadership and is provided as a benefit of AAHE membership.



AAHE CQI Project

New CQI Listserv on Line

In January, the AAHE CQI Project began conducting a national moderated discussion group — a Listserv — that focuses on philosophical and application-based CQI issues. Questions are posed biweekly and subscribers are given two weeks to respond. Project staff synthesize the responses for each topic and publish them as one file a few days after the response deadline.

Anyone with an Internet or BITNET address is welcome to join. To subscribe, simply send the following message:
SUBSCRIBE CQI-L FIRSTNAME LASTNAME
to the following address:
LISTSERV@MRNET

The format will adapt as the Listserv evolves and gathers feedback from customers. The Project welcomes and encourages your participation!

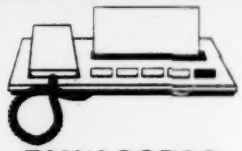
AAHE Teaching Initiative

Two Faculty Conferences

AAHE is cosponsoring two summer conferences for faculty:

Collaborative learning. The first, a conference on collaborative learning hosted and organized by the National Center on Postsecondary Teaching, Learning, and Assessment (NCTLA), will be held *June 25-27, 1994*, on the campus of The Pennsylvania State University, in *State College, PA*. For additional information, contact Kelly Parsley, NCTLA, The Pennsylvania State University, 403 South Allen Street, Suite 104, University Park, PA 16801-5202; ph. 814/865-5917, fax 814/865-3638.

Reflective practice. The second conference, cosponsored by AAHE's Teaching Initiative and Pace University's Center for Case Studies in Education, is entitled "Improving Teaching Through Reflective Practice," and will be held *July 20-23, 1994*, in *Vancouver, British Columbia*. The conference will focus on the use of cases, faculty narratives and stories, and classroom research and assessment and will help participants understand how to use these techniques most effectively. For more information, contact Erin Anderson, Project Assistant, AAHE Teaching Initiative, at



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104 — "Displaying Teaching to a Community of Peers" by Lee S. Shulman.

Also Available
(each: $5 members/$10 nonmembers)

100 — "Remembering the Heart of Higher Education" by Parker J. Palmer.

101 — "Reinventing Accreditation: Should Accreditation Survive Into the 21st Century?" by Ralph A. Wolff.

102 — "Access and Retention: Caring About Outcomes & Doing Something About Them" by Gregory R. Anrig.

Free

10 — Menu of Documents More detail about each offering.

11 — 1994 National Conference on Higher Education Registration Materials, "The 21st Century Academic Workplace"

For more detail, order the free Menu (#10).

AAHE, ph. 202/293-6440, x42; fax 202/293-0073.

AAHE Teaching Initiative

Peer Review of Teaching

AAHE has announced that it will work with a group of twelve universities that are exploring new methods for evaluating and improving college teaching.

"Over the next two years, campus and disciplinary-association leaders will work together to design new roles that faculty as professional peers can play in the evaluation and improvement of teaching," explains AAHE president Russ Edgerton. "Student evaluations are important but not enough." The project is entitled "From Idea to Prototype: The Peer Review of Teaching."

"When academicians think of the peer review of teaching, they automatically think of classroom visitation," says Stanford University professor Lee Shulman, AAHE's partner in coordinating the project. "But there are many ways to evaluate teaching. We want to explore ways that teachers can document and display the pedagogical reasoning that lies behind their own teaching, so colleagues next door *and* across the country can examine and contribute to the development of each other's teaching as they do when it comes to research."

Participating universities are: Indiana University-Purdue University at Indianapolis, Kent State University, Northwestern University, Syracuse University, Temple University, University of California at Santa Cruz, University of Georgia, University of North Carolina at Charlotte, University of Nebraska at Lincoln, and University of Wisconsin at Madison. Stanford and one other private research university have the project under review.

Project activities will involve faculty teams from pilot departments on the twelve campuses. Chemistry, mathematics, history, engineering, and business will be widely represented among the pilot departments, with a number of additional fields also likely to be included. "Our aim is not only to develop methods," says Pat Hutchings, director of AAHE's Teaching Initiative. "but to foster campus cultures in which attention to the quality of teaching is seen as an important faculty responsibility."

Watch future issues of the *Bulletin* for further details, or contact Pat Hutchings, Director, AAHE Teaching Initiative, at AAHE for more information.

Board of Directors

1994-95 Board Election Slate Set

This spring, all AAHE members will elect by mail ballot four new members of AAHE's Board of Directors — a Vice Chair and three others.

In January, a nominating committee selected the slate of candidates listed below. The committee was chaired by the Board's past chair, **Blenda Wilson,** pres-

(continued on back cover)

AAHE in Action

1994 National Conference on Higher Education. Chicago, IL. *March 23-26, 1994.*
- **Discount Hotel Rate Deadline.** *March 2, 1994.*
- **Early Registration Deadline.** Registration increases $20. *March 4, 1994.*
- **Registration Refund Deadline.** Requests must be made in writing and postmarked/faxed by deadline. *March 4, 1994.*

1994 AAHE Conference on Assessment/CQI. Washington, D.C. *June 12-15, 1994.*

Collaborative Learning Conference. Cosponsored by NCTLA and AAHE. See February *Bulletin* "AAHE News" for details. State College, PA. *June 25-27, 1994.*

"Improving Teaching Through Reflective Practice" Conference. Cosponsored by Pace University and AAHE. See February *Bulletin* "AAHE News" for details. Vancouver, British Columbia. *July 20-23, 1994.*

Bulletin Board

by Ted Marchese

Welcome back, and happy new year . . . here we go with news of AAHE members (names in **bold**) doing interesting things.

EARTHQUAKE: Our thoughts go first this month to AAHE board member **Blenda Wilson,** president of earthquake-ravaged CSU-Northridge . . . as I write, Blenda had just moved her "office" from a tent to an RV, there to confront what must seem insurmountable tasks of physical and spiritual rebuilding . . . the destruction is near-total, $300 million . . . it's a leadership challenge few of us will ever face . . . Blenda will make it happen . . . a short note can go to her at campus, Northridge, CA 91330.

Wilson

Atwell

Rogers

PEOPLE: **Frank Newman** and **Kay McClenney** of the Education Commission of the States have their hands full with new commitments to lead the charge in school reform, but now also $15 million in Annenberg money to fuel that charge. . . . on ECS's higher education front, **Aims McGuinness** departs for NCHEMS and **Charlie Lenth** comes on board from SHEEO. . . . Michigan's **Mike Nettles** steps in as the new board chair of the *Journal of Higher Education*, published by Ohio State U. Press . . . 1,430 of you subscribed to *JHE* this past year on your membership renewal. . . . Maricopa C.C. president **Paul Elsner** chairs the League for Innovation board this year. . . . Memphis State's **Patricia Murrell** visited the office recently to tell us about the status of universities in Moldova, where she spent a good part of the fall. . . . CSU-Stanislaus provost **Horace Judson** gets the nod for the presidency of SUNY-Plattsburgh. . . . At San Jose State, president **J. Handel Evans** removes the "interim" from the appointment of **Michael Ego** (incoming chair, AAHE Asian Caucus) as dean of the College of Applied Sciences and Arts. . . . Bethany (WV) has a new VPAA, **Bill Whipple** of Allegheny . . . Bill is best known for his work with honors colleges, but he's also the inspiration behind AAHE's Student Caucus. . . . **Ernst Benjamin** has announced that he'll step down as AAUP's general secretary this June . . . look for a successor to be named "early March."

ACCREDITATION: Against the odds and all inertia — lots of people predicted this meeting would flop — it was a joy to witness the success of that Tucson "summit" January 26-28 involving top presidents, association heads, and accreditation leaders for a "reinvention" of institutional accreditation . . . the resulting vision — a three-tiered system that starts with a nationwide, uniform process of basic approval, a second-stage focused around undergraduate learning outcomes, and a voluntary third-level process that would recognize excellence — is a consummation devoutly to be wished. . . . Hats off to the co-leaders of the effort, **Bob Atwell** of ACE and **Jim Rogers** of SACS, and to **Kay McClenney** for her deft facilitation.

GOOD WORK: AAHE has helped out with the recent series of TA training conferences, last November's drew 500+ . . . now that work expands into a National Consortium on Preparing Graduate Students as College Teachers, backed by a four-year Pew grant of $300,000 . . . project leaders are **Nancy Chism** (614/292-3644), **Marilla Svinicki, Leo Lambert, Jody Nyquist,** and **Ann Austin.** . . . We're all aware of the high need to attract greater numbers of talented people into teaching careers in the schools, Recruiting New Teachers (Belmont, MA) leads the charge here; terrific data and publications, contact **Elizabeth Fideler** for help (617/489-6000). . . . Leading the way in building undergraduate science and math reform communities is Project Kaleidoscope, smart and energetic, led by **Jeanne Narum** (202/232-1300). . . . For a good read about internationalizing your campus, pick up *Beyond Borders*, by AAC's **Joe Johnston** and AACSB's Richard Edelstein, $20 prepaid from AAC (202/387-3760). . . . Massachusetts has an intriguing college-to-school feedback project featuring TQM-like "blame-free" information to schools on the math-English preparation of their graduates, plus faculty-teacher curriculum confabs; info from **Margaret Storch** at the MHECC, 617/727-7785.

LAST NOTES: Many thanks, on behalf of my *Change* coeditors, to the Council of Independent Colleges for bestowing its Outstanding Service award on the magazine. . . . Your May/June copy is one to look forward to, a 25th anniversary "Best of *Change*" issue. . . . 1994 is also, of course, AAHE's 25th anniversary, a year highlighted by a marvelous National Conference on Higher Education, March 23-26 in (yes) the Hilton in Chicago . . . hope you'll all try to make this one . . . I'll look for you there. ■

(continued from page 14)

ident of California State University, Northridge, and included AAHE members **Uri Treisman,** professor of mathematics and director, Charles A. Dana Center, University of Texas at Austin; and **Mildred Garcia,** assistant vice president for academic affairs, Montclair State College.

AAHE bylaws state that additional candidates may be nominated by petition. Two hundred (200) member signatures are needed to nominate a candidate for the position of Vice Chair; 100 signatures are needed for any other Board position. Petitions must be submitted at Conference Headquarters (in the Chicago Hilton & Towers) before the end of the first full day of the 1994 National Conference (by midnight, March 24, 1994).

This year's slate of candidates for the 1994 AAHE Board of Directors is:

Berdahl

Ramaley

Smith

Vice Chair
(Four-year term on the Executive Committee; Chair in 1996-97.)

- **Robert M. Berdahl,** president, University of Texas at Austin
- **Judith Ramaley,** president, Portland State University
- **Barbara Leigh Smith,** academic dean and director, The Washington Center for Improving the Quality of Undergraduate Instruction, Evergreen State College

Board Position #2
(Four-year term)

- **Blandina Cardenas,** director, Southwest Center for Values, Achievement, and Community in Education, Southwest Texas State University
- **Troy Duster,** professor of sociology, University of California at Berkeley
- **Brian Hawkins,** vice president, academic planning and administration, Brown University

Board Position #3
(Four-year term)

- **Juan Gonzalez,** vice president of student services, California State University, San Bernardino
- **Theodore Fiske,** author and editor
- **Israel Tribble,** president, Florida Education Fund

Board Position #4
(Four-year term)

- **Danny Goroff,** Harvard University Math Center
- **Dominic Careri Kulik,** chief executive officer, Take the Lead, Inc.

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Hispanic:	☐ 1 yr, $25	☐ 2 yrs, $50	☐ 3 yrs, $75
Lesbian/Gay:	☐ 1 yr, $10	☐ 2 yrs, $20	☐ 3 yrs, $30
Women's:	☐ 1 yr, $10	☐ 2 yrs, $20	☐ 3 yrs, $30

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MARCH/1994 VOLUME 46/NUMBER 7

B U L L E T I N

AAHE
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THE INTERNET

WELCOME TO THE INTERNET

Nightmare or paradise?

by Steven Gilbert

FACULTY ON THE INTERNET

by Susan Perry

AN AUGUSTINIAN SEMINAR

by Shirley Showalter

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"On the Internet, nobody knows you're a saint."

THE SUPPORT ISSUES

"Manny Sails the Internet"

by David Smallen

BEYOND EXPLORATION

The World-Wide Web

by David Bantz

STUDY TOUR TO MEXICO ■ AAHE NEWS ■ AAHE ASSESSMENT FORUM DIRECTOR SEARCH ■ BULLETIN BOARD by Ted Marchese

In this issue:

Right up front, I confess: I've never been on the Internet myself; I don't even have an e-mail address. I just never had the need. But after a fascinating couple of weeks on this *Bulletin*, I have to admit, I'm eager to get a firsthand look at what all the fuss is about.

That's precisely the reaction Steven Gilbert, director of AAHE's Technology Projects, hopes to provoke in you. That if you aren't already Internet-savvy, you'll at least give it a try. (And if you are, that you'll pick up some new information resource to check out, fresh insight into a problem, perhaps a technical tidbit, or at least fodder for a campus discussion.)

That said, a few disclaimers are in order.

First, all of us — authors and editors — worked hard to assure accuracy. (We particularly thank Craig Summerhill, systems coordinator and program officer, at the Coalition for Networked Information, for his technical review.) But beware: The Internet is in a constant state of flux. Any of the on-line resources that existed as we went to press could be gone tomorrow, having changed their "address," been replaced by something more powerful, or vanished altogether.

Second, because there is no central governance of the Internet, standards of style are still evolving; that is, there's no "right" or "wrong" yet for *capitalization* (Net news or Net News? Listserv or LISTSERV or listserv?) . . . *hyphenation* (email or e-mail?) . . . *usage* (is it okay to say you'll "gopher to" somewhere?).

A particularly knotty problem was how to handle the (sometimes very longggg) character strings you must type in from your keyboard. For this *Bulletin*, we avoided breaking them on separate lines, and settled on the convention of small caps to denote e-mail addresses (e.g., "contact Steven Gilbert at AAHESG.GWUVM.EDU") and instructions ("send the message SUBSCRIBE CASES"). If you have trouble, try typing in lowercase letters. Because most URLs are case-sensitive, we have shown them in lowercase, with caps where it matters, as in http://info.cern.ch/hypertext/WWW/TheProject.html.

If you're ready to dip your toe into the Internet ocean, a good place to start might be with AAHE's own Internet offerings (described on p. 4). Consider participating, even if you're a network novice. Steve says you'll find that joining a Listserv is no more difficult than sending/receiving e-mail to an off-campus address, and he should know. **—BP**

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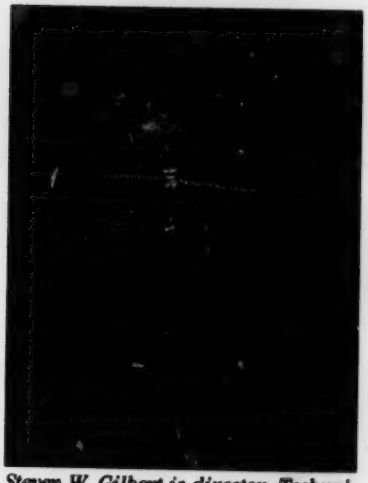
WELCOME TO THE INTERNET

Nightmare or Paradise?

by Steven W. Gilbert



Steven W. Gilbert is director, Technology Projects, at the American Association for Higher Education, One Dupont Circle, Suite 360, Washington, DC 20036-1110; Internet: AAHESG@GWUVM.GWU.EDU.

What is this thing called the "Internet"? At its simplest level, it's many thousands of computers connected by telephone lines used to exchange messages and find or offer other forms of information. There is no recognized governing body, just widespread and rapidly growing agreement among users on some standard ways of packaging and sending information.

The number of people using the Internet and the amount and variety of information available through it are all growing at an extraordinary rate, if unsystematically. It's something like a library already overflowing with books, with more arriving all the time, but there's nothing like an Internet Dewey decimal system yet to help you find what you need. It's becoming a librarian's nightmare — or paradise, depending on how you look at it.

That said, this issue of the *Bulletin* is intended to introduce readers to some of the issues, tools, and approaches that can help you decide whether and how to use the Internet.

Getting Oriented

To begin, let me offer what I believe are among the most important ideas to help you better understand and cope with (maybe even appreciate) the complexities of the Internet:

Your own computer setup. Your Internet experience is strongly colored — for better or worse — by the power and organization of your particular computer. Your computer's own operating system, telecommunications software, modem or local area network, the quality and capacity of the wires from your machine to the next "node," and many other such factors each affects how fast and how pleasant your use of the Internet is. Yet, none is part of the Internet, per se.

It's something like a library already overflowing with books, with more arriving all the time, but there's nothing like an Internet Dewey decimal system.

Before you get too excited or frustrated about the potential impact of the Internet on your life, learn how to cope with this "local" part of your connection to the Internet. Remember that most people who talk about the resources and pitfalls of the Internet are *not* talking about the resources and pitfalls of *your* local system. In particular, the characteristics of your electronic mail system strongly influence the ease with which you can exchange messages with others through the Internet.

Your path to the Internet. The service or system that provides your path to the Internet is as important as your computer setup. During 1994, the number and variety of new commercial and nonprofit services providing access to the Internet for both individuals and institutions will likely escalate wildly. Again, the ease with which you can "navigate" the Internet is strongly influenced by the service you use.

Watch for major changes in who is able to use the Internet (and in what ways), as different methods of charging for Internet access emerge. Unlike the users of most other telecommunications systems, faculty typically are *not* being charged fees based on how much or how often they use the Internet. But if access services begin to require colleges and universities to pay for incremental usage of the Internet by their faculty members, much of the Internet's free-wheeling atmosphere may disappear.

Your Internet toolbox. Your ability to find people or information on the Internet also depends on who has decided to make information available, where, and in what form. Things change so fast on the Internet that the quantity of information available and the forms that information takes are hard to know and hard to track. Just as important, the choices of software "tools" for "navigating" the Internet change

AAHE on the Internet

Information Resources/Technology Listserv. On-line discussion of matters such as how having access to the Internet can change a faculty member's concept of a "course" and how to "deliver" it; "teaching materials of the future"; collaborative work; copyright; and more. To subscribe, either send your electronic mail address to Steven Gilbert and he will add you, or subscribe yourself by sending the message SUBSCRIBE AAHESGIT YOURFIRSTNAME YOURLASTNAME to one of these addresses:
(Internet) LISTSERV@GWUVM GWU EDU or (BITNET) LISTSERV@GWUVM
Contact: Steven W. Gilbert, Director, AAHE Technology Projects. Ph: 202/293-6440 x54. Internet: AAHESG@GWUVM GWU EDU

CQI Listserv. On-line discussion of continuous quality improvement (CQI) issues in higher education. A moderated discussion format, in which questions are posed biweekly and subscribers are given two weeks in which to respond. Questions include both philosophical and campus practice-based issues. To subscribe, send the message SUBSCRIBE CQI-L YOURFIRSTNAME YOURLASTNAME to the address LISTSERV@MR.NET
Contact: Steve Brigham, Director, AAHE CQI Project. Ph: 202/293-6440 x40. Internet: SBRIGHAM@CNI.ORG

Cases Listserv. A cooperative effort of AAHE's Teaching Initiative, Ball State University, and others. (See "AAHE News," p. 18.) Intended to promote a larger conversation among faculty who have an interest in writing and using cases about teaching and learning as a vehicle for improving teaching. To subscribe, send the message SUBSCRIBE CASES YOURFIRSTNAME YOURLASTNAME to the address MAILSERV@BSUVC.BSU.EDU.
Contact: Robert Blomeyer (list manager), Ball State University. Ph: 317/285-5464. Internet: 00RLBLOMEYER@LEO.BSUVC.BSU.EDU

EASI Listserv and **AXSLIB-1 Listserv.** Project EASI (Equal Access to Software and Information), which had been housed at EDUCOM and just recently came to AAHE, provides information and guidance on campus applications of adaptive computer technology to support access to information resources, instruction, research, and employment of people who have disabilities. The EASI Listserv focuses on adaptive equipment, access issues, and other disability and computer topics. The AXSLIB-1 Listserv focuses on library access issues. To subscribe to these Listservs, send the message SUBSCRIBE EASI YOURFIRSTNAME YOURLASTNAME or SUBSCRIBE AXSLIB-1 YOURFIRSTNAME YOURLASTNAME to the address LISTSERV@SJUVM.STJOHNS.EDU.
EASI also has several publications available on line, and it publishes a quarterly electronic journal, *Information Technology and Disabilities*.
Contact: (Internet) EASI@EDUCOM.EDU or CSMICLC@MVS.OAC.UCLA.EDU. Or call, Carmela Castorina, Editor, Project EASI, at 310/640-3193.

almost as fast. Consequently, you need to keep your toolbox stocked and up-to-date. The good news is that most new Internet tools are more effective and easier to use than were the earlier ones.

A good rule of thumb is to avoid being the "first on your block" to adopt a new tool, but not to be the last either. If you wait too long, you miss out on all the fun, communications, and potentially valuable information you might get access to. If you jump in too soon, you get the glory of being a pioneer but also the frustration of using tools that haven't yet been fine-tuned to the needs and activities of all their users — including yourself.

Your rights and responsibilities. One of the tasks made even more challenging by the rapid, uncontrolled growth of the Internet is that of developing guidelines for ethical and legal behavior in a new and unstable intellectual and telecommunications environment. Make an effort to learn about your rights and responsibilities regarding confidentiality, copyright, and so on in sending/receiving messages or disseminating information.

Frank Connolly, of American University, is leading a group that began as an EDUCOM project on developing a "Bill of Rights and Responsibilities for Electronic Learners." The group, now affiliated with AAHE, offers a "Bill of Rights" document as a starting point for establishing campus policies.

Two useful resources on this are the March/April 1994 *Change* Magazine, which contains several technology articles, and the May/June 1993 *EDUCOM Review*, which includes that "Bill of Rights."

Beyond the Internet. Once you are able to access the Internet, a bigger and older challenge remains: how to transform the information you capture into something useful for teaching and research. The authors of the articles that follow recognize that the Internet — however powerful — is just sort of a technological prerequisite for that transformation. And that once the Internet prerequisite is satisfied, we still must apply the more fundamental skills of judging and manipulating information.

(Advocating the learning of those more fundamental skills is the mission of the National Forum on Information Literacy, an umbrella group of national organizations. For more on the Forum, see the March 1992 *Bulletin* or contact its chair, Patricia Senn Breivik, ph: 410/830-2498, Internet: E720BRE@TOE.TOWSON.EDU.)

The Rest of This *Bulletin*

This special issue's first article, by **Susan Perry,** of Stanford, describes some of the uses of the Internet that have proven especially attractive to faculty, as well as the frustrations associated with those uses. She offers a variety of specific examples and opportunities — uses that work. A sidebar by **Shirley Showalter,** currently a Lilly fellow at Valparaiso, describes an interesting case of one such use in teaching.

The next article, by **David Smallen,** of Hamilton College, offers only-slightly-tongue-in-cheek insight into the trials and tribulations of trying to provide computing support services in a campus environment in which faculty are increasingly asking more-interesting questions and proposing more-interesting projects using the Internet and related technologies.

Last, in the spirit of trying new tools without being "the first on the block," **David Bantz,** of the University of Chicago, offers a detailed discussion of the "World-Wide Web" — a highly organized collection of an already-impressive range of resources and techniques that has been used by enough people to have lost most frustrating rough edges. Bantz has selected the WWW to show how Internet information resources can become a scholar's conceptual workspace. (His article also includes a useful glossary of Internet-related terms.) The goal is to offer resources so powerful and access so transparent that faculty can focus on the intellectual problems raised and solved in this new medium.

Make the Effort

We hope some of these authors' suggestions will make your Internet journey more pleasant and useful. This *Bulletin* is offered only as an introduction. Some of the recent books about the Internet cited in the articles also are increasingly useful, but be careful that anything you read — including this *Bulletin* — is up-to-date enough for your purposes.

Of course, an even better way to begin your Internet adventure is to work with people who have the combined skills and knowledge of a reference librarian AND an academic computing support professional (AND, perhaps, expertise in your academic discipline, as well). Unfortunately, such people are in much too short supply. Getting started without them can be frustrating; but it is still worth the effort. Believe me, there is light at the end of the fiber.

Good luck!

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FACULTY ON THE INTERNET

The Library of the Future?

by Susan Perry

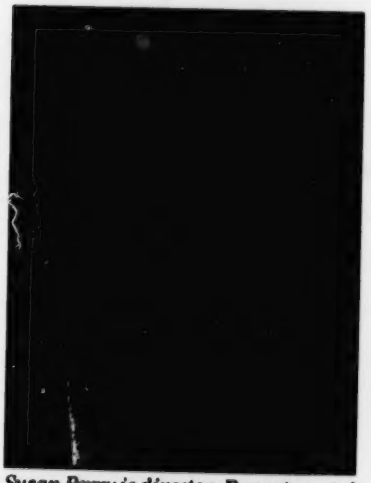
Two cartoons recently made the rounds on my hall at work. One shows a dog sitting at a computer saying to another dog: "On the Internet, nobody knows you're a dog." The other has a character asking, "If the computer is turning the world into a global village, and I can't figure out how to use the thing, does that make me a global village idiot?" The cartoons make us laugh, but behind the laugh for many of us may lurk the question: Am I the Internet-savvy dog, or the global village idiot?

Because I work mostly with computing professionals, I decided to ask some faculty friends, primarily humanities and social science professors, how they use the Internet. Their responses were telling.

All of them use the Internet for electronic mail and to search the card catalogs of large libraries. (One colleague working on a bibliography for a book reported that his search for the full citations for 300 items, which would have taken him a couple of weeks the traditional way, took just a day and a half using on-line library catalogs on the Internet. He was thrilled.)

Still, for the most part, these faculty friends found little on the Internet that interested them. Several had tried looking at discipline-based lists, but had found the lists to be a waste of time . . . either compilations of information available from other sources (where they would be easier and faster to skim), or clogged with trivia from people who seemed to have time to waste. Several faculty cautioned that subscribing to lists had overloaded them with a glut of information they couldn't use.

Yet, they all felt that the Internet is important, if not for right now, at least for the future.



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And what might that future look like? Some believe that the Internet could well become in society what libraries have been in the past: that is, a resource for self-education. Among those is Gerhard Casper, Stanford's president, who believes that the Internet could become the "university of the twenty-first century." In a recent *Stanford Campus Report*, Casper posits that "in the near future, the small-world phenomenon, combined with information technologies, could well eclipse the importance of the university as a corporal unit."

Personally, however, I believe that just as self-study in libraries never supplanted the higher education system, the Internet will not replace the university. Instead, in the years ahead it will be fully incorporated into our academic work lives, to be used for communicating with colleagues, research, and teaching.

But we don't have to wait until the next century to see the Internet's impact (both actual and potential) on academic work lives. There's already much to see now.

Electronic Collaboration

The Internet and e-mail already have allowed subspecialists in various disciplines to build communities of national and international colleagues, with whom they oftentimes have closer intellectual ties than they do with their departmental colleagues across the hall.

As electronic networks allow distant scholars from like disciplines to become ever more immediately linked, the concept of a home university as a "community of scholars" becomes less and less a reality. Should those of us who worry about the health of higher education be concerned about this evolution, or should we be excited about how easily technology allows us to produce new knowledge?

The "brewing" of good ideas now takes place in electronic space rather than in real time and space. This issue of the *Bulletin*, organized completely on the Internet, is a good example: Although I have never met two of my coauthors, we've exchanged outlines by e-mail, and it is evident we have much in common. Collaboration on papers, projects, research proposals, and books now is possible with colleagues anywhere, anytime, because of the Internet and electronic mail.

Research

The precursor to the Internet, ARPAnet, began as a means for researchers from universities and the

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U.S. Department of Defense to communicate with one another and to transfer large amounts of data over long distances. Today, the place of electronic networking in scientific research is well established. In fact, the sciences have an especially rich culture of sharing data and work-in-progress, and of making preprints of research available on-line. But the Internet has made an impact on research in many fields and takes many forms:

On-line catalogs. In the last few years, many libraries have made their catalogs available over the Internet, hence my colleague's delight and astonishment when he could verify citations so rapidly. The most convenient way to gain access to these catalogs is via the Internet exploration tool Gopher, by "gophering" to GOPHER.UTDALLAS.EDU. A very large list of on-line catalogs, compiled by Billy Barron, is available via anonymous ftp from FTP.UTDALLAS.EDU in the directory /pub/staff/billy/libguide. [For a Glossary of Internet-related terms, see Bantz, pp. 16-17. —*Eds.*]

Electronic journals. Another Internet phenomenon is the electronic journal. Many organizations offer newsletters via the Net, and peer-reviewed journals are becoming a standard offering. Obviously, electronic distribution of research is an excellent way to disseminate findings rapidly. Michael Strangelove and Diane Kovacs's *Directory of Electronic Journals, Newsletters, and Academic Discussion Lists* (1993) offers a good overview of what's available. This publication is available only in printed form from the Association of Research Libraries (Office of Scientific and Academic Publishing, Orders Dept., 21 Dupont Circle, Washington, DC 20036; ph: 202/296-2296; $42, plus $5 U.S. shipping/handling).

Listservs. Various groups sponsor special-interest discussion lists and post collections of information accessible to users on their distribution lists. Such setups, called Listservs, are available for nearly every academic discipline and subdiscipline. Essentially electronic mailing lists, most Listservs let users add themselves to the list, take themselves off, and participate in discussions.

These electronic discussions can be moderated or unmoderated. In a moderated list, an overseer provides some editing and bunching of like topics. In unmoderated discussions, participants are free to respond as they like, even if that means filling your electronic mailbox with information that has little to do with the topic you signed up to discuss.

Some examples of discussion lists (and their topics) are the following: DERRIDA (James Derrida and deconstruction), EARLYM-L (early music), LASPAU-L (Latin America), MILTON (John Milton), AMWEST-H (American western history), CHINA (Chinese studies), OBJ-REL (religion and its roles in society). The list of Listserv discussion groups is available via anonymous ftp from KSUVXA.KENT.EDU and by gophering to GOPHER.USASK.CA.

"On the Internet, nobody knows you're a dog."

Drawing by P. Steiner; © 1993 The New Yorker Magazine, Inc.

On-line collections. An example of an interesting collection of information is the on-line library being developed by the University of Pennsylvania humanities department and the Center for Computer Analysis of Texts. The collection offers sacred texts that can be searched electronically (using keywords) to produce a display of all passages containing particular terms of interest, which users can bring back to their home computers and print off. The collection also includes course syllabi, glossaries, and essays, as well as a wide variety of Internet-related documents and connections to other humanities-related files available over the Internet. This collection is available by gophering to CCAT.SAS.UPENN.EDU.

A number of scholarly societies are enhancing their formal communities by building on-line collections of information. The American Philosophical Association is one such group; its on-line collection includes information about the organization, electronic mail address books, an international philosophical preprint exchange, books and journals, and calls for papers. (For this and other scholarly society servers, gopher to UWINFO.UWATERLOO.CA.)

Other scholars are beginning to organize information around a specific person or body of work. One interesting example of this kind of network plan-

A Few Resources to Help You Get Started

Books

Zen and the Art of the Internet: A Beginner's Guide, 2nd ed. (Prentice-Hall, 1993), by Brendan P. Kehoe, is a standard. One of the first and most popular guides, it is a good introduction for a novice and covers basics such as electronic mail, FTP, Telnet, newsgroups, and tools. The first edition was distributed for free on the Internet and is still available at many anonymous ftp sites, e.g., at NIC.MERIT.EDU in the directory /introducing.the.internet, under the filename zen.txt.

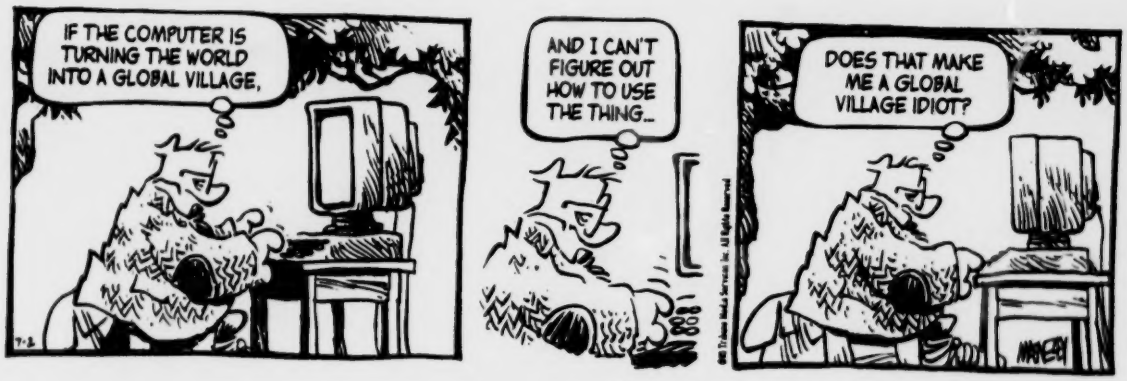
Internet Companion: A Beginner's Guide to Global Networking (Addison-Wesley, 1993), by Tracy LaQuey, is very readable, and has a preface by Vice President Al Gore. It's also designed for the novice and is also available via anonymous ftp from FTP.STD.COM, in the directory /OBS/The.Internet.Companion.

Other useful books include *The Whole Internet User's Guide & Catalog* (O'Reilly, 1992), by Ed Krol, and *Crossing the Internet Threshold: An Instructional Handbook* (Library Solutions Institute, 1992), by Roy Tennant, John Ober, and Anne G. Lipow.

"Finding" Lists

As their experience with the Internet grows, librarians are beginning to develop discipline-specific "finding" lists of Internet resources that are particularly useful. Subject-specific lists are being published monthly in *The College and Research Libraries News*, available in most academic libraries.

One particularly useful set of subject-specific files is being produced at the University of Michigan's School of Library and Information Studies. This file is available on-line by gophering to GOPHER.LIB.UMICH.EDU.


IF THE COMPUTER IS TURNING THE WORLD INTO A GLOBAL VILLAGE,
AND I CAN'T FIGURE OUT HOW TO USE THE THING...
DOES THAT MAKE ME A GLOBAL VILLAGE IDIOT?

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ning is the Peirce Telecommunity Project, supported by a group of philosophy scholars interested in the work of Charles S. Peirce. The group hopes to build a network-based academic center, by digitizing all of Peirce's work, assembling all of the articles and bibliographies related to his work, and maintaining a list of Peirce scholars. (For more, contact Joseph Ransdell, Texas Tech University, at BNJMR@TTACS.TTU.EDU.)

Teaching

Using electronic networks and networked information to enhance teaching and learning is still a pioneering enterprise. As illustration, I offer my experience with the Coalition for Networked Information (21 Dupont Circle, Suite 800, Washington, DC 20036), a collaborative effort of the two major administrative and academic computing associations (CAUSE and EDUCOM) and the organization representing the largest research libraries in the country (the Association of Research Libraries). The Coalition's goal is to assure that future networking developments in the United States provide for the teaching and research needs of faculty and students. (For more, gopher to the Coalition for Networked Information at GOPHER.CNI.ORG.)

For the last two years, I have administered the call for project proposals for the Coalition's Teaching and Learning Working Group. Submissions must demonstrate exemplary uses of networks and networked information to enhance teaching and learning. In the first year, we received fifteen proposals. In 1993, that number increased to thirty-five. Four-year colleges, universities, state departments of education, community colleges, and even primary schools were represented. Projects came from diverse disciplines, including art, math, philosophy, political science, and earth sciences, and from professional schools, including business, education, medicine, and library science. (These proposals are all available on the CNI Gopher Server under "Teaching and Learning Working Group.")

Last year, several of the projects came from teachers working with primary and middle school students. One particularly impressive project linked 800 middle school students and 250 teachers from all over the world with technology experts in the field of meteorology to work together on weather projects.

Such experiences raise important questions: If primary school students are becoming adept network users now, what will they expect from their college experiences? If part of our responsibility as educators is to prepare students for the workplace of tomorrow, should we college faculty all become network users ourselves?

Frustrations

When I first started thinking about the Internet and all of its wonders, I tried to make sense of it by comparing it to an academic library — lots of resources, treasures to be discovered as you went along, constant additions of new materials. But I found that the Internet isn't nearly as reliable nor as easy to use as is an academic library. (Perhaps I'm prejudiced by my twenty-plus years of experience as a librarian.)

As it exists today, the Internet is much more like Tower Records, my local "superstore" for anything having to do with books, records, CDs, and videos. Both Tower Records and the Internet are exciting and dynamic information spaces, but specific items are difficult to find. And they emphasize the latest ideas, but not necessarily the most cogently reasoned or argued.

The Internet discussion lists are one example here: Such lists facilitate the sharing of information, but that information is not necessarily well documented or supported by scholarship. Too often, discussions offer very little in the way of quality content but require much in the way of time-wasting scanning. Very high quality discussions do take place, but some discussion lists I have used were disappointments. (Another big surprise for novice Internet users is how rapidly their mailboxes can fill up once they've signed onto a distribution list or two.)

Moreover, my librarian's background makes me uncomfortable with the scant consideration given on the Internet to maintaining an historical record of knowledge. That a field of knowledge can be traced from its beginnings to the present has always been one of the academic library's greatest strengths. And the Net comes nowhere near offering the coherent selection of materials for teaching and research in a specific institution with a specific curriculum and research agenda that an academic library offers.

Navigating the Net is another frustration. Despite the improvements brought by tools such as Gopher, WAIS, World-Wide Web, Mosaic, and others, finding specific information is still sometimes difficult. Returning to specific information a second time is too, unless you have recorded the path you used the first time. Often Internet users are unable to retrieve specific information unless they have a specific address for it. (At a recent Coalition for Networked Information meeting,

A CLASSIC CASE

An Augustinian Seminar

by Shirley H. Showalter

"No spit wads! Quiet in the back of the class!"

These two rules in the syllabus for Prof. James O'Donnell's University of Pennsylvania graduate seminar on the fourth-century scholar Augustine remind the 390 class members who are "attending" via the Internet that they are participating in a new form of education in which many of the old rules are irrelevant and the new rules are as yet unwritten.

O'Donnell — a self-described "proselytizer" for technology — had been using computers in his research for more than twelve years. Taking his Augustine seminar on-line seemed a right next step.

O'Donnell advertised the Spring 1994 class in the usual channels on his home campus, then also through a range of national and international computer networks, bulletin boards, and Listservs, such as HTEACH, MEDTEXTL, IOUDAIOS, HUMANIST, CLASSICS, BMCR, and BMMR, and other religion and philosophy groups. Ten "liveware" Penn grad students registered for the course; another 525 people have "dropped in" on the Internet at some point, with 390 of them continuing.

In-class and Internet students receive the same syllabus; class notes are posted to the network after each class meeting; and all participants are encouraged to join in an on-line conversation. On any given day, those conversations can stretch from Istanbul to Indiana, from Hong Kong to Wales.

O'Donnell was afraid that the class might be deluged with bulletin board "chit-chat," so he made up a list of rules. "Far from cluttering the discussion, the comments are usually cogent, relevant, and economical. In fact, they have been so good that I had to give my Penn students a pep talk about going on-line. . . . I tell them the only way to look stupid is to allow the fear of looking stupid keep them from jumping in."

Positive Outcomes

Improving the experience of his own graduate students was O'Donnell's first goal, one that he is confident he has met. He reports that going on-line has had three significant outcomes: First, it's not necessary to "prime the pump" before the class discussion gets interesting. "I come into class and the students are already into a debate on, say, Augustine's degree of neo-platonism. . . . The Internet has accelerated the amount of material students can absorb and has helped them focus on their own points of interest," O'Donnell says.

Second, the authority in an electronic classroom is "downloaded," that is, O'Donnell mediates ideas instead of generating most of them himself. The list of Internet participants includes other Augustine scholars, so the Penn students encounter "strongly voiced different views" on-line, and must become critical thinkers in the process.

Finally, the Internet allows all voices to be heard, not just those of students with Type-A personalities. When the discussion reaches the topic of sexuality, for example, O'Donnell will assign each student a gender-free username, so that on-line respondents react to one another's ideas instead of

—Artwork by Max Karl Winkler

one participant mentioned that an item was available on the Net, "if you can find it," and we all laughed nervously.)

Even when you know where to find materials, retrieving them can be a challenge. Protocols for search and retrieval still have a very technical feel, and they require "FETCHING" and "downloading" and "FTP-ing" and "FINGERING" in ways that make those of us who don't live in a computer science world (and even some of us who do) uncomfortable. A much simpler protocol is needed.

Making the Internet a Better Academic Resource

For the Internet to be a more useful resource for academic research and teaching, faculty will have to become users in sufficient numbers to carve out a place on the Net for academic work. They will need to shape an information space that is useful to them, in much the same way that they have shaped the publishing of academic monographs and journals.

The electronic journal — juried, edited, published, and disseminated over the Net — has tremendous potential for restructuring the way communities of scholars record, save, and employ their findings. Electronic publishing can reform and streamline the way we communicate with one another, if we can maintain and organize the material for easy retrieval.

If networked information resources are to be useful to their communities of scholars, then faculty, academic librarians, and computing professionals must all play active, collaborative roles in developing and organizing networked information and in setting standards for its storage, maintenance, and retrieval.

We must ensure that the Internet's navigational tools are at least as easy to use as are the on-line catalogs, indexes, and reference materials available today; and we must assure that future scholars can obtain information at least as easily as they can today. In fact, because most scholars will access and use materials from their offices or homes, we must develop on-line resources that can be used with very little training.

Much of the technical work has already begun. Some of it involves the development of tools to allow computers to pass bibliographic search information back and forth in the background, regardless of the structure

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of that information on the different computers; most of this work is being done under the rubric of an international standard called Z39.50.

Other work is going on in the development of the applications that people use to navigate the Internet ocean. Many universities are working on such graphical user interface tools already. Project Mandarin, at Cornell, and the Portfolio Project, at Stanford, are two examples. (For more information on Mandarin, contact Nancy VanOrman, project manager, Mandarin Consortium at NLVL@CORNELL.EDU. Portfolio will be accessible via Gopher in mid-April 1994; for more information, send mail to PORTFOLIO@STANFORD.STANFORD.EDU.)

The Internet has the potential of moving information management to a vastly different scale. The sheer magnitude of information that users can access on their personal computer makes critical-thinking and information-literacy skills more important than ever. Just as faculty and academic librarians have worked together in the past to help students understand how to find and manage information, we will need to do so in the future. A collaboration of faculty, librarians, and computing professionals can result in an on-line network that is central to both teaching and research and that paves the way for the Internet as "the library of the future."

reacting to their gender.

O'Donnell already considers his Internet experiment successful, and has a fund of ideas for the future. He wants to try a class using a "MOO environment," in which Augustine himself (as created by O'Donnell) would interact with the students, like a character in a video game does with the players. He also wants to figure out ways to offer credit to the Internet students. "The way I see it," he says, "we can either jump on the electronic superhighway, or we can be roadkill." ■

Shirley H. Showalter, a professor of English at Goshen College, currently is a senior fellow in the Lilly Fellows Program in Humanities and the Arts, at Valparaiso University, Valparaiso, IN 46383; Internet: SSHOWALTER@EXODUS.VALPO.EDU. *Prof. O'Donnell can be reached at* JOD@CCAT.SAS.UPENN.EDU.

(continued from p. 17)

work in different ways, and sometimes raising problems for scholars.

What little organization of documents there is on the Internet is a complex of cross-referenced documents (a web), rather than a clear hierarchy. Few authoritative indexes of significant scope exist, and there is no classification scheme. As a result, serendipity plays a significant role in your finding resources on the Internet.

While many people have attempted to provide subject guides and indexes, the absence of *de facto* standards even for naming resources and for authors and as well as the transitory nature of many electronic files give us little reason to expect that authoritative or long-lasting meta-resources, such as exist for printed materials, will emerge soon.

The life of an information resource on the Internet can be transitory. Because hypertext links between documents are not systematically updated, links can fail, as documents are revised or moved. Moreover, a given resource might be revised or amended substantially between the time a link or reference is created and the time that you follow that link or use the resource. Thus, you should generally think of references and hypertext links as pointers to an evolving information source rather than to a particular formulation or set of data.

That relation is quite different than exists between a printed reference and a printed work, in which an adequate reference — including publication information — is to a static and particular text.

As yet, there are no generally adopted standards of quality control or certification (often no "publisher") for information on the Internet. You might encounter questionable editions of printed materials or information. Even materials prepared carefully by scholars might not have easily discernible documentation of editorial or authorial decisions. Clearly, conventions must be adopted to more clearly attribute authorship and editorial responsibility in electronic resources.

Preservation is another function of scholarship and library management that is often ignored in discussions of information access. The notoriously ephemeral nature of electronic resources, coupled with distributed purveyors of information and lack of firm standards on archival media, means that there is no guarantee of long-term preservation of materials available in this medium. There is no inherent technological reason preventing the preservation of materials, but techniques need to be adopted and responsibilities assumed for determining what materials should be archived.

Protecting copyrighted materials that appear on the Internet and charging for their use remain unsolved problems. Unless and until publishers can assure themselves that their works will be reasonably protected, many valuable works will remain unavailable in the medium. On the other hand, the value users place on-line resources is creating opportunities traditional publishers cannot ignore.

Broad and fair access to the Internet remains a legitimate concern. By many measures, the technology keeps getting cheaper; but full utility of the World-Wide Web requires substantial hardware and network access, requirements that limit access at present to a fraction of the university community. Will participation be open and general, or restricted to a small fraction of potential users who can command the resources needed?

A Few Useful Books

The Online Users Encyclopedia, by Bernard Aboba (Addison-Wesley, 1993). 800 pages.

The Whole Internet User's Guide & Catalog, by Ed Krol (O'Reilly & Associates, 1992). 400 pages.

The Whole Earth Online Almanac, by Don Rittner (Brady Publishing, 1993). 1024 pages.

130

"MANNY SAILS THE INTERNET"

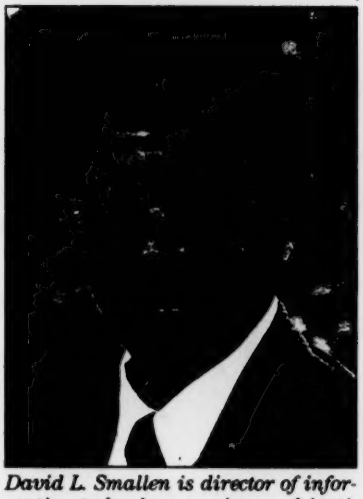
The Support Issues

by David L. Smallen

It is the start of another day for Manny Cervuses, director of computer services at Imok *("I'm-okay")* College. Today is his twentieth anniversary as head of computing services for the small liberal arts college of twelve hundred students, centrally isolated in upstate New York. Over his morning coffee, he muses that in those twenty years he's seen, or at least heard, it all: teaching machines . . . computer-assisted instruction . . . the rise of the microcomputer . . . the promise that simulations would revitalize instruction . . . the flattening of organizational structures . . . computer-mediated instruction . . . TQM . . . decentralized computing . . . and now, client/server computing and global networking.

It reminds him of the times he spent as a child at the beach in Brooklyn, sailing the Atlantic on his small inflatable raft. He'd watch the waves approach, preparing for their impact. Again and again they would wash over him, toss him about, and then recede, leaving the water around him relatively calm and peaceful, his raft resuming its steady course.

But lately, the waves of technological change have been breaking closer and closer together, their intensity ever greater, making the periods of relative calm few and far between. Manny and his small staff have worked hard to keep the college's computing resources easy to use and supportable, particularly in the last two years, since Imok sailed into the vastness known as the Internet. He's managed to get a slightly bigger boat, and his crew has gotten slightly larger. But the waves lately are enormous, with all forecasts for the immediate future pointing to continued storm conditions. And now he has been told by the Admiral that he'll not be getting any more staff to help stabilize the boat.



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What is it about this Internet that has so destabilized the relatively calm technological seas at Imok, and in higher education more generally? What are the opportunities that made him set sail in the ocean in the first place? What strategies has he utilized to keep the boat from capsizing? Let's review with Manny the events of the last few years.

Boundless Opportunities and Promises

It used to be that Imok College had an arrangement with a large research university to provide Imok's faculty with computer accounts on the university's large mainframe computer system. Imok paid the university for the time and computer resources its faculty used. The university, in turn, was connected to an electronic mail network known as BITNET, which allowed Imok faculty and staff to communicate with colleagues worldwide.

Several of them joined on-line discussion groups, that is, collections of people who agree to share their expertise. Members of the Mathematics Department participated in an e-mail discussion of the use of a particular approach for teaching calculus. From faculty members at an institution two thousand miles away, they were able to learn a great deal that helped improve student learning at Imok. In another instance, a member of the Economics Department participating in another discussion learned about the availability of data collections that her students could use to explore the workings of the stock market. Manny's own staff regularly followed a discussion among people who provide computer services at small colleges, and from it learned about a discount program that saved Imok five hundred dollars on new software last year!

The information to be gleaned from discussion groups alone was a sufficient incentive for Imok's faculty and staff to learn the complexities of e-mail on the university's system. Access to these long-distance discussion groups helped

1991

to alleviate the isolation felt at Imok, especially during the cold winter months.

The arrangement with the university was especially economical in the late 1980s, while the number of Imok users was small. But over time, Imok's usage grew, and by 1991 Manny determined that it made more sense for Imok to connect directly to a larger network known as the Internet. Since Imok already was paying the research university for use of its system, it became a straightforward economic argument: The cost of Imok's obtaining and maintaining a small computer to serve as its Internet connection point, plus the cost of joining the regional network that would manage that connection (see **Finding Partners**), was less than what Imok had been paying annually to the university for e-mail services.

Of course, for Imok to devote institutional resources to this activity, it was important that Imok's faculty and staff had developed experience using electronic mail and discussion groups, and so could explain to senior administrators how important that use was to their teaching and scholarship. The strategy of starting small and developing experience before fully embracing a new information technology application is one that Manny has applied in several settings.

Manny was amazed at how small the new computer was (it fits on a desktop in the telephone switch room). The direct connection to the Internet provided his colleagues at Imok with access not only to electronic mail but also to a variety of other information services and resources being created daily by thousands of individuals world wide. Among these resources were online public-access catalogues (OPACs), such as indexes to the library holdings of many larger institutions; electronic versions of newsletters and journals, such as parts of *The Chronicle of Higher Education*; free software; the full text of Supreme Court decisions; digitized images of the full text of classic books whose copyrights had expired; and much, much more. What was so striking was not so much *what* was available at this time, but the rate of change in what was becoming available.

Even the local newspaper occasionally wrote about someone using this "fabulous" network known as the Internet. Moreover, national publications that crossed Manny's desk, at home and in the office, were filled with discussions of Internet services, promises, frustrations, and folklore. Especially since the national election of 1992, metaphors abounded about "information highways," "information infrastructure," "virtual communities," "information ecosystems," and so on. Manny could see a wave building again on the horizon, and this time it looked positively enormous.

Manny's staff determined the mission of the Computer Services unit would have to be to encourage Imok's faculty and staff to be self-sufficient. Of course, achieving self-sufficiency is easier said than done, but Manny found that having such a mission helped guide decision making. And generally, things proceeded along as well as could be expected.

Aiming for Self-Sufficiency

Five years ago, even before Imok's interest in the Internet, Manny had realized that he never would have sufficient staff to keep pace with the ever-increasing expectations of the Imok community. The 1970s model of a computing staff located and managed in one place and sufficient in size to meet all of the campus's information technology needs was impossible in the 1990s, given the pace of technological change.

Instead, Manny's staff determined the mission of the Computer Services unit would have to be to encourage Imok's faculty and staff to be self-sufficient. Of course, achieving self-sufficiency is easier said than done, but Manny found that having such a mission helped guide decision making. And generally, things proceeded along as well as could be expected. One sign of success is that Imok's faculty report that they often get their questions answered by their colleagues over lunch in the dining room.

Self-sufficiency is not a theory at Imok; it is a practical reality, evidenced by growth in the size of the applications of information technology without a corresponding growth in the size of the computing support staff. Manny found there were two keys to achieving that success: to get people to accept responsibility for decisions about their use of computing; and to have the community understand, reinforced by statements from senior administrators, that constraints existed on the growth of the computing support staff. Imok's attempt at achieving self-sufficiency is not 100 percent successful, but what ever is?

Imok encourages and supports self-sufficiency on the campus in many ways, often unnoticed by the community members. One strategy is that software distribution is self-service. For example, campus users can retrieve new versions of a virus-detection program (that Manny's unit obtained for free over the Internet) from a central campus repository. They also can use any of several licensed programs located in the same repository, the number of simultaneous users controlled by special software. All done automatically. And efficiently.

Software copyright issues are explained in a variety of forums, and Imok's many campus users are expected to police themselves, for the most part. Manny is adamant that colleges be models of ethical behavior, and Manny's staff find many opportunities to educate the Imok community on the issue. It's a continual and important process if people are to accept responsibility for their use of information technology resources.

To make navigating the Internet easier, Manny has encouraged the use of several software tools — such as Gopher, hytelnet, and LIBS — that make access to information resources as easy as choosing an item on a menu. Manny's staff has become proficient with a small number of such tools, and

encourages other users to try them. Most of these menu-driven tools were created in the last year by people at other institutions and distributed free over the Internet. Making them available to the Imok community took some effort — including assistance from colleagues at other institutions (see **Finding Partners**). Manny remembers that when Imok first connected with the Internet, access to its information required the use of arcane commands. At that time, only the most motivated faculty gained a modest level of proficiency. But no more.

Documentation now is kept short and to the point, getting people started without overwhelming them. Training is organized around a described need, at the request of a department, and customized to the needs of the members of that department. Much useful documentation is available from other institutions over the network. Manny's staff has retrieved some of it, and customized it to the Imok environment.

Finding Partners

Forming internal and external partnerships with other organizations has been another important strategy for Imok. Manny realized, fortunately at an early stage, that the Internet was not fundamentally about networks, computers, modems, routers, and technical jargon; instead, it was about *information*, and the people who create it, store it, share it, and use it. Among the frustrations of the Internet are determining what information resources exist, evaluating their relevance, finding where they are located, figuring out how to get them, and, once retrieved, learning how to make appropriate use of them.

Lo and behold, Manny found that the reference librarians at Imok were already expert at helping people with the what, why, and where questions! And his own service staff were good at helping people obtain things and learn how to use them. A partnership was necessary. And so the reference librarians, at first tentatively and later enthusiastically, agreed to help pilot Imok's technological boat. These librarians had a pretty good idea where shoals might lie, especially since they had direct and extensive contact with a portion of the community who typically were new to technology — faculty in the humanities and the arts.

Imok's Internet connection has spurred an interest in the use of computing technology on campus. Discussions, now, are not so much about hardware and software but rather about information. Lurking in the background are fundamental issues of "control vs. freedom of information," "openness vs. confidentiality," and "charging for services vs. providing them as part of the overall cost of doing business."

The librarians at Imok were already ahead of the rest of the campus in dealing with access to electronic information resources. For many years, they had relied on electronic searches to help faculty and students with their research. In addition, library associations, such as RLIN (Research Libraries Information Network), OCLC (Online Computer Library Center), and the Library of Congress, had been dealing for many years with issues of standards for electronic access to information. (A good overview can be found in *Campus Strategies for Libraries and Electronic Information*, Caroline Arms ed., Digital Press, 1990.)

It was the technical side to the Internet that made Manny most depressed. He understood it only at a certain level, which was often a few levels below that necessary to make anything work! More than two thirds of all higher education institutions are small colleges, and these places were facing the same problems Imok was facing. There must be companies that could help, or colleagues who had sailed further in the ocean who could lead the way. Other partnerships were needed and, fortunately, were available.

The company (NYSERNet) that operated the regional network that connected to the Internet — sort of the Thruway Authority of the information highway — had a connection service that suited Imok's needs. For an annual fee, the regional organization would take care of most of the hardware, phone lines, software, and technical support that Imok would need to maintain its connection to the Internet. The rest Imok could obtain by training its own staff and tapping the knowledge of colleagues at other institutions. (Other means of connecting to the Internet are now available. A variety of options should be explored if an institution is just getting started.)

This "black box" service was just what Manny needed. Imok regularly budgets money for access to knowledgeable consultants to solve difficult problems.

Further, when it came time to set up his electronic mail software for the campus, Manny called up his colleague Leo, at Stopless College. Leo had connected with the Internet the previous year and already had accumulated a wealth of expertise; he was not only knowledgeable but wonderfully personable. Leo came down for a day and *voila!*, Imok's e-mail system was operational! (By the way, Leo received an honorarium — Manny doesn't believe in free lunches.) There are many people out there who can provide such services, and discussion groups on the Internet often are one way to locate them.

Old Issues in Internet Guises

Imok's Internet connection has spurred an interest in the use of computing technology on campus. Discussions, now, are not so much about hardware and software but rather about information. Lurking in the background are fundamental issues of "control vs. freedom of information," "openness vs. confidentiality," and "charging for services vs. providing them as part of the overall cost of doing business." Here are a few examples.

Inappropriateness. Usenet News, also known as Net News, is a service

provided on the Internet consisting of electronic discussion groups, more than a thousand, on every conceivable topic. The groups are available — "free" — and some (or all) of these groups may be received by each institution. The rub comes in that some of the groups are of dubious value. In particular, several that deal with frivolous topics or with strong, explicit sexual content, including hardcore pornographic visual images, have caused a stir among trustees and legislators, who in some cases have moved to remove access to them. And, of course, nothing is completely free! At a minimum, such "information" uses up online storage space, delaying traffic for other information and occupying a portion of Imok's computing resources for reading and printing.

Deciding which information resources to own or to pay to access is not a new problem. In his discussions with the head of the library, Manny learned that the library has an analogous problem of deciding which books and periodicals to purchase with its limited budget and shelf space. In checking with his computing colleagues, Manny has found that most have "handled" the issue within the computing unit itself; that is, the decision about which Usenet newsgroups to receive is often made on purely technical grounds.

To what degree is the selection of which newsgroups to receive a censorship issue or a resource issue, and who should make the decision? It's a wave that will hit the Imok community at some point in the future, but Manny hopes that wave hits only after he has run the issue by the appropriate policy committees.

Confidentiality. A collection of easy-to-use tools has been created to allow users to navigate the Internet without having to learn many of its technicalities. Among the most prominent tools on the Imok campus is a software product called "Gopher." Developed originally at the University of Minnesota and named after its school mascot, the beauty of Gopher is that it allows the vast information resources of the Internet to be viewed as a series of choices on a menu. Gopher has been a big hit on the Imok campus, and in Computer Services, because it allows users to be relatively self-sufficient in searching for, locating, and retrieving Internet resources.

Several years ago, Manny came across a Chinese expression, pronounced *"way-gee,"* which means "crisis." Contained within this expression is the character for "opportunity." It's an expression that captures the essence of the Internet's impact on a college campus.

危机

"way-gee"

Imok has used the Gopher to make a variety of Imok-specific information available in electronic form, in particular, the weekly and daily campus news bulletins, the campus telephone directory and other reference documents, and notices from academic and administrative departments that formerly were distributed only on paper.

But the Gopher software also makes it possible for off-campus users on the Internet to access that Imok-specific information. What information should be made available to individuals off the campus? Is it okay for someone to use the information in the Imok telephone directory to compile a mailing list? For Imok alums to use "gopherized" information provided by the Career Center to help them deal with a changing job market? What are the confidentiality issues? A joint Imok Library/Computer Services task force has been set up to begin to deal with them, and to recruit additional members of the Imok community to steer that boat.

Cost. And what about the cost of information? Imok has a tradition of providing services to its community without "additional" cost. Imok's students pay a hefty fee for room, board, and tuition, but not specifically for access to computing or library resources. Currently, staff and students have their complex bibliographic searches for information handled free by trained reference librarians, who carefully construct each search to minimize its cost and maximize its benefit to the client. By contrast, the Internet offers a vast collection of "for fee" services accessible by individual users who are generally less well trained in the complexities of searching an electronic database. For Imok to give its Internet users unlimited access could be financially draining!

What are the appropriate control mechanisms to encourage economy? Shall Imok just lay open its checkbook to pay for the convenience of individualized searching by unsophisticated users? Even Imok's trustees could see that wave coming when the situation was described to them at last year's meeting. It's an important issue yet to be resolved.

Hope for the Future — "Way-Gee"

These are exciting, albeit frustrating times for staff responsible for guiding their campuses across this vast global ocean. Essentially, the Internet promise is one of the creation of a "virtual" college, an "institution" that collectively shares its expertise and information on a global scale. Such access is particularly important for small colleges.

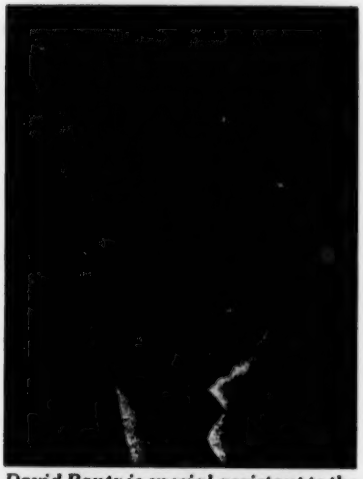
What makes the Internet at the same time exhilarating and daunting is that it changes daily. It does so largely because it is a truly cooperative activity on a world-wide scale . . . "among the most grand examples of a populist movement I've ever experienced," as one economist at Imok is fond of saying.

Several years ago, Manny came across a Chinese expression, pronounced *"way-gee,"* which means "crisis." Contained within this expression is the character for "opportunity." It's an expression that captures the essence of the Internet's impact on a college campus. With this concept of each crisis containing a potential opportunity in mind, a talented group of computing professionals, alongside their library colleagues, are sailing the Internet ocean, looking for opportunities to help Imok achieve its educational mission.

BEYOND EXPLORATION

Integrating Internet Information Resources Into Research, Scholarship, and Teaching

by David Bantz



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Enough diverse material is now available through Internet connections to make it relatively easy to provoke — with live demonstrations of Library of Congress records, or up-to-the-hour satellite images, or museum exhibitions — a "Gee whiz!" from all but the most jaded (or most experienced) faculty. But presuming (as I believe we should) that most faculty are not and should not be pressured to become technology junkies, how should a faculty member think of Internet resources today?

In other words, what sort of *conceptual model* of these resources and access to them is appropriate and relevant to the research and instruction concerns of faculty?

My claim is that one can construct a view of resources on the Internet and the tools to use them that is sufficiently rich to be important and sufficiently distinctive from other information resources to warrant attention and mastery by many faculty as an important component of the infrastructure of the international community of scholars and educators. True, the Internet's underlying technology is rapidly evolving and, therefore, subject to substantial transformation. But adequate and easily mastered constructs exist for even nontechnical faculty to incorporate Internet resources into their "maps" of information resources, along with their library collections and catalogs, printed reference works and bibliographies, and scholarly journals.

You are likely to encounter a good deal of newly coined jargon about the Internet, and fat guide books and instructions, all of which can be off-putting. Fortunately, you needn't understand Gopher, Telnet, FTP, or other protocols very deeply to make effective use of Internet resources; indeed, it is possible for you to get by initially ignoring them altogether. Here's how.

THE WORLD-WIDE WEB

The World-Wide Web (or WWW) is an umbrella title for many kinds of information resources and services made available on the Internet from many sources. Like the underlying technology of the Internet itself, there is no central authority or control, and consequently a lot of variability in these information resources. However, WWW provides a single framework, encompassing several kinds of information resources that otherwise would require separate discussion. You can use these resources from your own personal computer through a single convenient interface.

Information in the World-Wide Web is contained in (electronic) *documents*. Documents may contain text, indexes or references, pictures, sounds, animations, or any combination of these ingredients. With the appropriate software (such as Mosaic) installed on your personal computer, documents are displayed with color graphics and formatted and styled text for readability. Documents in the World-Wide Web very often contain references to other documents; these references are in the form of *hypertext links*, typically signaled as appearing as underlined and/or colored text. To view those other documents, you follow the hypertext link (or "reference") by using your mouse to point to and click on the link.

A couple of simple examples should make this paradigm clear:

- A schedule of conferences or public lectures, for example, might contain a hypertext link from each entry in the schedule to another document containing details or an abstract for that entry; you click on the underlined date or topic in the schedule to view the details contained in the linked document.
- A collection of visual images — say, different views of a temple, or satellite images at different times of year — might be listed by text descriptions and/or by small thumbnail-sized images, each of which is a hypertext link; you click on a description or on a "thumbnail" to view the document containing the image.
- Each entry in a list of institutions providing on-line library catalogs might contain a hypertext link to its catalog; you click on the name of the institution to be connected to that institution's on-line catalog.

At its most basic, that's all there is in the Internet's World-Wide Web: nicely formatted documents you can browse, containing hypertext links pointing to other documents. Since any document could contain links to other documents, it is possible to build up complex network (or "web") of documents.

The specifics of formatting documents for viewing and for following hypertext links to other documents can be thought of as hidden machinery for now. (This hidden machinery encompasses some of the other tools you are likely to hear about in connection with the Internet, such as Gopher, Telnet, WAIS, and FTP, briefly described in the Glossary. The different protocols used by the different types of documents all are handled through encodings and conventions within the documents themselves and do not require further action by a reader.)

The power of World-Wide Web is that these hypertext links can reference documents (or even specific passages within a document) located anywhere on the Internet. Hypertext links also can point to many kinds of documents: a document might be a high-resolution color image, with resolution and color fidelity to the original far superior to VCR or broadcast video; it may be an audio or video sequence, which can be played on your personal computer (provided it is suitably equipped).

Of special interest are documents that are essentially indexes to other documents; dictionaries, full-text databases, and a few library catalogs are available in this form. When presented with such an index, you are prompted to type a word or phrase, and the index is searched for entries containing that phrase. The result of the search is presented as a unique document (a catalog entry, or a passage from a text database) or as a listing of several documents (several catalog entries or several passages), each of which contains the phrase. In the latter case, of course, you can click on any entry in the list to view that document.

An Effective Medium for Research, Scholarship, and Instruction

Even a very partial listing of resources may provide a sense of the diversity and relevance of information resources available in WWW. Each brief description is followed by a URL, that is, a reference in the format used in WWW. (See **Glossary**.)

■ "Gopheur LITTERATURES" at the University of Montreal is, according to Christian Allegre (Department of French Studies; Internet: ALLEGRE@ERE.UMONTREAL.CA), the first Gopher dedicated to teaching, research, and publications on French literature, Quebecois literature, and francophone literatures, and also is the first Gopher to do so in French, "albeit without the accents for the moment."

gopher://gopher.litteratures.umontreal.ca:7070

■ The International Philosophical Preprint Exchange is a forum for sharing prepublished work in philosophy for criticism and commentary by readers. This server also contains an excellent listing of philosophical conferences and calls for papers.

gopher://apa.oxy.edu

■ Internet Tools Summary describes software tools that can be used for information retrieval over the Internet. This list gives a one-line description of each tool, what each tool does, and references to documentation and demonstrations through hypertext links to other sites. Maintained by John Arthur December (Internet: DECEMJ@REBECCA.ITS.RPI.EDU).

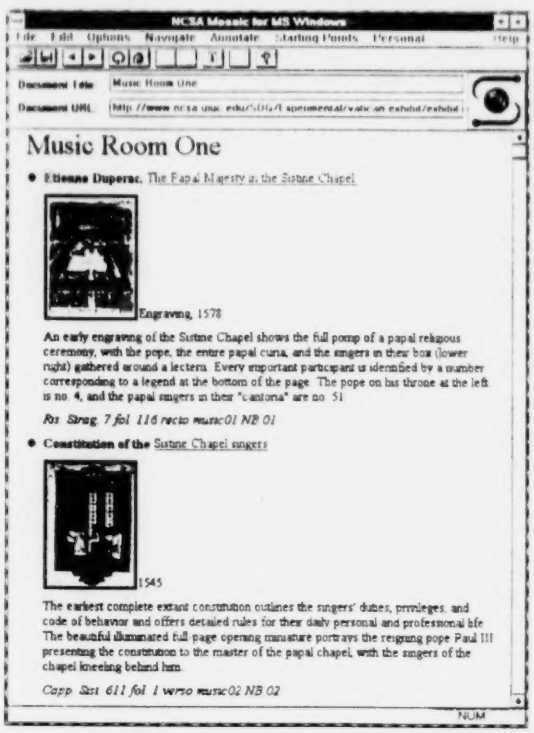
ftp://ftp.rpi.edu/pub/communications/internet-cmc.html

■ "The EXPO" is a collection of electronic exhibits. The collection includes materials from the Library of Congress's recent on-line exhibit "Rome Reborn: The Vatican Library and Renaissance Culture," including some 200 extremely high quality color images of selected manuscript pages from the Vatican Library's collection of this period. Also included is a second Library of Congress exhibit on the Dead Sea Scrolls. (See below.)

http://sunsite.unc.edu/expo/ticket_office.html

■ The UIUC Weather Machine, maintained by the Department of Atmospheric Sciences at the University of Illinois, contains large amounts of weather data that are updated hourly. Included are color images of the U.S. from visible and infrared satellite images, current and projected maps showing fronts and precipitation, and more.

gopher://wx.atmos.uiuc.edu/11/Images


NCSA Mosaic for MS Windows
File Edit Options Navigate Annotate Starting Points Personal Help
Document Title: Music Room One
Document URL:
Music Room One
Etienne Duperac. The Papal Majesty in the Sistine Chapel
Engraving, 1578
An early engraving of the Sistine Chapel shows the full pomp of a papal religious ceremony, with the pope, the entire papal curia, and the singers in their box (lower right) gathered around a lectern. Every important participant is identified by a number corresponding to a legend at the bottom of the page. The pope on his throne at the left is no. 4, and the papal singers in their "cantoria" are no. 51.
Ros. Streg. 7 fol. 116 recto musc01 NB 01
Constitution of the Sistine Chapel singers
1545
The earliest complete extant constitution outlines the singers' duties, privileges, and code of behavior and offers detailed rules for their daily personal and professional life. The beautiful illuminated full-page opening miniature portrays the resigning pope Paul III presenting the constitution to the master of the papal chapel, with the singers of the chapel kneeling behind him.
Capp. Sist. 611 fol. 1 verso musc02 NB 02
NUM

Library of Congress on-line exhibit of Vatican Library, viewed in Mosaic for Windows (from NCSA).

■ IUBio, maintained at Indiana University, has a wealth of important research materials, including gene sequence data from Genbank, tables of contents of molecular biology journals, and software for biology.

gopher://ftp.bio.indiana.edu/1

Another molecular biology server, at Geneva University Hospital, provides protein sequences and other data.

http://expasy.hcuge.ch

BEST COPY AVAILABLE

■ The English Server contains many reference works and documents on languages and linguistics, including dictionaries.

http://english-server.hss.cmu.edu/langs.html

■ Whimsical "wisdom and lore" provides Tarot card, I Ching, and biorhythm readings.

http://cad.ucla.edu/repository/useful/useful.html

■ *The Chronicle of Higher Education* provides a weekly calendar of events, a news summary, and the week's complete job postings. Job postings can be searched by classification, geographic region, or by any phrase you choose.

gopher://chronicle.merit.edu/11

Several recently published books (see Box on p. 9) provide extensive lists of information resources available. In addition, several institutions provide guides and indexes to such resources. With a little inquisitiveness and experimentation you will discover those resources of value to you. The software you use to access the resources should allow you easily to keep a list of them and to connect directly to them by choosing a name on the list.

Contributing to WWW

Of course, scholars not only read the literature of their discipline, they contribute to it and make special provisions to make portions available to their students. Analogously, realizing the full potential of the Internet and the World-Wide Web requires that scholars, researchers, and teachers publish materials in the medium. There are unique features of electronic information on networks that are well suited to certain materials. Large text corpora or other large collections of data can be searched rapidly in electronic form, and made available without the printing and distribution costs of paper publication. Also, in electronic form, the data might be more readily used by other researchers.

Material subject to continual revision, such as directories, phone lists, or bibliographies, can be kept current more easily if they are in electronic form. Visual images and multimedia documents, which are very hard to distribute in "hard copy" or even on diskettes, can be readily published in the World-Wide Web. Distributing class notes, course syllabi, assignments, and problem solutions to students can be practical and convenient via WWW, if students have Internet access.

Even if your computing support organization does not pro-

Glossary

Client/Server — When the work of providing information to you on your computer is divided appropriately, a remote computer provides the information and is termed the *server*, while your personal computer provides a familiar and easy-to-use interface for that information and is termed the *client*. The intent is to optimize the speed and ease of use by allowing each of the computers to do work for which it is best suited, and to minimize the exchange of information on the network, which is usually the bottleneck.

FTP — In contrast to Telnet, *F*ile *T*ransfer *P*rotocol is used to send whole documents or collections of documents stored in one computer to another through the Internet. (See **Telnet**.)

Gopher — Developed at (and named after the mascot of) the University of Minnesota, Gopher provides a simple means of presenting information to users in a series of menus. In the relatively short time since Minnesota released its software, Gopher has been adopted by hundreds of institutions to provide directories of students and faculty, course lists, and thousands of other documents. Internet resources provided on Gopher servers generally can be viewed as WWW documents that lack formatted text or hypertext links.

HTTP — Formatted documents with hypertext links are sent and received using *H*yper*T*ext *T*ransmission *P*rotocol. In order for hypertext documents to be sent and displayed properly, and to have active hypertext links, software on both the sending and receiving end must use HTTP.

Internet — A worldwide network of interconnected computer networks defined by adherence to standards for names and TCP/IP communications protocols. Growing at a sustained rate of nearly 15 percent per month, the Internet connects some 1.5 million computers and at least ten times that number of people who use them.

Listserv — An electronic mailing list of individual subscribers who agree to share information on a particular topic. As contrasted with Usenet News, a Listserv automatically sends individual electronic mail messages to members of the list; subscription to Listserv mailing lists (also called "discussion groups") is thus possible for anyone who can receive electronic mail, even those users without direct access to a Usenet News server. (See **Usenet News**.)

SLIP — *S*erial *L*ine *I*nternet *P*rotocol is an older protocol serving the same purpose as PPP for Internet use. (See **PPP**.)

Telnet — A text-based interface from one computer to another. Typically, though not necessarily, the information is presented in a simple text format, line by line.

Some WWW Software[1]

	DOS	Windows	Macintosh	X-Windows[2]
WWW	Lynx[3]	Cello or Mosaic	Mosaic	X-Mosaic

Notes

1. Software available at no or nominal charge to higher education institutions:
Cello — Tom Bruce, Cornell Law School:
ftp://fatty.law.cornell.edu/pub/LII/Cello
Lynx — Lou Montulli, et al., Distributed Computing Group, University of Kansas:
ftp://ftp2.cc.ukans.edu/pub/lynx
Mosaic (all versions) — National Center for Supercomputing Applications:
ftp://ftp.ncsa.uiuc.edu/Mosaic

2. By convention, running X-Windows software on your workstation or personal computer makes your computer a Windows server; the (remote) computer providing the contents of the windows is the Windows client, reversing the application of the terms "server" and "client" for information-resources.

3. Lynx client software runs on Unix or VMS information servers; using a vt100 terminal emulator (such as PC/TCP or NCSA Telnet) on the DOS computer connected to a server running Lynx provides full-screen text-only viewing of WWW sources.

vide this service, software is readily available that will allow your networked personal computer to provide information in WWW or Gopher format.

Practical Access

What do you need to begin using the World-Wide Web? Without attempting to provide detailed instructions, here are the requirements:

- Your personal computer must have a connection to the Internet. You likely will have to acquire a networking card for your computer and connect to your campus network. If you don't have access to a network connected directly to the Internet, or you need a connection off campus (at home or while traveling), you can use a *modem*, for an indirect Internet connection.
- You need software that enables your computer to send and receive information using specific protocols of the Internet, TCP and IP (see **Glossary**), and that uniquely identifies your computer to the rest of the Internet. This software includes extensions to the operating system enabling it to use the networking hardware, and the TCP/IP protocols. Examples of the latter are MacTCP (from Apple Computer, Inc.) for Macintosh computers, and PC/TCP (from FTP Software, Inc.) for Intel-based computers running DOS or Windows.

The hardware and software needed to connect your personal computer to the Internet typically cost about $250-$300. Many institutions charge for wiring your office to the campus network, and most charge a $10-$25 monthly fee to maintain your connection.

- And you need the software application you directly use on your personal computer to access and view information resources. For most users, the software application called Mosaic provides the most complete and easy-to-use full-featured interface for resources on WWW. Mosaic is a product of the Software Development Group of the National Center for Supercomputing Applications, which makes free versions of Mosaic available for Macintosh, Windows, and a variety of Unix workstations.* (See Chart.)

As you accumulate your own list of pointers to documents and useful guides, you can consistently think of WWW and Mosaic as the core framework for network navigation and core reference tool, respectively. But you need to be prepared to explore new sources by following links and following up hints from colleagues and printed sources, for the WWW is in a state of constant flux.

New Tools Pose New Questions and Challenges

What is unique to resources in this model, as contrasted, for example, with printed reference works in the library? The differences are important, sometimes requiring you to

(continued on p. 9)

Telnet is widely used for connecting personal computers to mainframe or other time-shared computers, to log on and use software on the remote computer. (See **FTP**.)

TCP/IP — *Transmission Control Protocol/Internet Protocol* are the basic communication protocols used on the Internet.

PPP - *Point-to-Point Protocol* is used over a modem connection to allow TCP/IP communications (or other network protocols) over a telephone connection. If a computer running PPP connects by modem to a service that supports PPP, software at each end of the connection translates between the two different protocols, and enables the connected computer to act as a peer to other computers on the Internet and use Internet services such as Telnet, FTP, Gopher, and WAIS. (See **FTP**, **Gopher**, **TCP/IP**, **Telnet**, and **WAIS**.)

URL — *Uniform Resource Locator* is a convention used in WWW to uniquely identify both the format and the location of information resources. The first portion of the URL indicates the type of resource (Gopher, FTP archive, WAIS, etc.); the next portion identifies the named address of the computer with the resource; and the third portion indicates the location of the particular document in that computer's file system, including directory levels denoted with slashes.

Example: ftp://ftp.ncsa.uiuc.edu/Web/mosaic-papers is an ftp archive on a computer with the registered name of FTP.NCSA at the University of Illinois at Urbana Champaign (UIUC), in directory Web/mosaic-papers.

URLs should be copied exactly as written; additional optional information is occasionally included in a URL, such as a nonstandard port. While the case (upper or lowercase) of text is frequently irrelevant, some servers are case-sensitive.

Usenet News — Individual messages, categorized with conventional labels by topic into "newsgroups," and distributed through the Internet and other connected networks. There is no central authority or control of messages or newsgroups; there are thousands of newsgroups on virtually every imaginable topic. To read Usenet News, you typically connect to your institution's news server and use any of several available client software packages.

WAIS — WAIS (*Wide Area Information Servers*) provides a protocol for searching text databases. Utilizing standards under development by the library community and others (Z39.50), WAIS servers accept a word or phrase and display a list of those documents in the database containing that phrase. The full WAIS specification allows much greater sophistication than simple pattern-matching, but it is that simple level of indexed search that is widely used. Simple WAIS searches are supported by most Gopher software, as well as by Mosaic/WWW. (See **Gopher**.)

* While Mosaic is usefully thought of as a viewer for WWW documents, the design of WWW and Mosaic is, in fact, much more open and modular. Rather than attempting to recognize and directly display all conceivable types of documents, Mosaic makes use of "helper" applications, which can open specific types of documents. On a Macintosh, for example, large images usually are displayed using the application JPEGView; QuickTime movies are played using Apple's Simple Player. In general, allowing specific applications to open and view documents provides a great deal of flexibility in the Web for future expansion, and allows developers to concentrate their effort on a core of expertise.

Thus, to fully utilize the Web and the range of documents you can encounter, you need to acquire and install several helper applications. Fortunately, many of these are available at nominal or no charge through WWW!

History of the WWW project, a list of client and server software, details of the HTTP protocol, and a bibliography are available on-line from the original WWW developers, Tim Berners-Lee et al., of CERN, the European Particle Physics Laboratory:

http://info.cern.ch/hypertext/WWW/TheProject.html

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10 — Menu of Documents More detail about each offering.

11 — 1994 National Conference on Higher Education Registration Materials, "The 21st Century Academic Workplace"

For more detail, order the free Menu (#10).

AAHE NEWS

AAHE Teaching Initiative

Cases Listserv!

To promote a larger conversation among faculty with an interest in writing and using cases as a vehicle for improving teaching, the AAHE Teaching Initiative now offers a Listserv devoted to the topic. Cosponsored by the Pace University Center for Case Studies in Education; the Far West Laboratory for Educational Research and Development; and Ball State University, the Listserv will be housed at Ball State, thanks to support from **Roy Weaver,** dean of Teachers College, and **Mark Fissel,** director of the Center for Teaching and Learning.

The list manager is **Robert Blomeyer,** a faculty member in Teachers College at Ball State, who has been active in the development and use of cases and who attended AAHE's conference on cases at Mills College last summer. For more information about the Listserv, or for assistance in subscribing, contact Blomeyer at 317/285-5464, or send him an Internet message at 00RLBLOMEYER@LEO.BSUVC.BSU.EDU. To subscribe to the Listserv yourself, send the message SUBSCRIBE CASES YOURFIRSTNAME YOURLASTNAME to the Internet address MAILSERV@BSUVC.BSU.EDU.

AAHE Assessment Forum

More Conference Speakers Announced

AAHE's Ninth Assessment & Quality Conference is scheduled for *June 12-15, 1994,* in *Washington, DC.* The conference preview mailed to all AAHE members in mid-March; if you haven't received one by mid-April, contact Elizabeth Brooks, Project Assistant, at AAHE at 202/293-6440, x21.

Several conference speakers who will be of particular interest to assessment practitioners were confirmed after that preview went to press: **Clifford Adelman,** director, Division of Higher Education, Office of Education Research and Instruction, U.S. Department of Education; **Trudy Banta,** vice chancellor for planning and institutional improvement, Indiana University-Purdue University at Indianapolis; and **Marcia Mentkowski,** director of research and evaluation, Alverno College, who will lead a discussion about the ethics of assessment and the effort to revise the *Standards for Educational and Psychological Testing.*

AAHE Caucuses

Mexico Study Tour

The AAHE Hispanic Caucus will sponsor an educational/cultural study tour to *Guadalajara, Mexico, July 31 to August 7, 1994.* The tour will feature seminars and informal exchanges with Mexican educators, designed to deepen understanding of multicultural issues and educational processes in Mexico, facilitate the development of educational exchange programs, and develop an educational network for future program enhancement. **Rodolfo Arévalo,** provost, Fort Hays State University, is organizing the tour.

A tour brochure will be mailed to all AAHE members in March. If you would like additional information, contact Brian Harward, Special Projects Assistant, at AAHE at 202/293-6440, x53.

AAHE in Action

1994 National Conference on Higher Education. Chicago, IL. *March 23-26, 1994.*

1994 AAHE Conference on Assessment & Quality. Washington, DC. *June 12-15, 1994.*

- **Discount Hotel Rate Deadline.** *May 13, 1994.*
- **Early Bird Registration Deadline.** Registration increases $40. *May 13, 1994.*
- **Registration Refund Deadline.** Requests must be made in writing and postmarked/faxed by the deadline. *May 27, 1994.*

Bulletin Board

by Ted Marchese

Welcome back for news of AAHE members (names in **bold**) doing interesting things, plus news of note . . . do send me items!

Scott

Doherty

Davis

PEOPLE: Out in Washington state, **Elson Floyd** comes in as head of the higher-ed commission. . . . **Odus Elliott** leaves the FIPSE staff to head Nebraska's commission. . . . Bucknell's **Larry Shinn** accepts the presidency at Berea (one of our most distinctive and valued colleges). . . . Former AAHE Board chair **Martha Church** lets Hood trustees know she'll step down from her presidency there (20 accomplishment-filled years) in 1995. . . . **Monique Amerman** is the new president of Mountain View College, a campus of the Dallas CC district . . . (you didn't know there was a mountain to view in Dallas?). . . . On a more serious note, many tears in Albany February 24th as **Bruce Johnstone** stepped down from the SUNY chancellorship, citing inoperable [illegible] . . . this year and next, as a search [illegible] under way, provost **Joe Burke** fills the post.

ASSOCIATIONS: Hats off to the Institute for International Education, 75 years old this month . . . it's the largest U.S. nonprofit educational and cultural exchange agency, running 285 programs, 10,000 person-exchanges a year, 380 employees in a dozen offices around the world . . . IIE president **Richard Krasno** hosted a reception March 8th at IIE's UN Plaza headquarters. . . . The Association of American Colleges, for 80 years "the voice for liberal learning," added "and Universities" to its name in January, reflecting the fact that more than half its members are the latter . . . so it's "AAC&U" now. . . . The League for Innovation in the Community College, 25 last year, is giving mainline AACC a run for its money these days. . . . At the other end of a spectrum, COFHE — a consortium of 32 of the best and priciest privates — elects Trinity (CT) president **Tom Gerety** to a two-year term as chair. . . . Welcome to COPLAC, a new consortium of public liberal arts colleges, nine members so far, with Ramapo's **Bob Scott** initially in the lead. . . . Former ECS chief **Bob Andringa** will be the next president of the Washington, DC-based Christian College Coalition, 85 institutions strong, July 1st start.

BOOKS: I want to recommend two new books, to members who are teaching right now: the *ninth* edition of **Bill McKeachie's** classic *Teaching Tips* (Heath, for a very affordable $15), and a worthy new competitor, *Tools for Teaching* by **Barbara Gross Davis** (Jossey-Bass; $27.95). . . . I learned things reading *Educating Professionals* by **Jon Wergin** et al. (Jossey-Bass) and *Assessment in Higher Education: Politics, Pedagogy, and Portfolios* by **Patrick Courts** (Praeger). . . . Finally, there's a completely new, second edition out of one of the most influential books of the past 25 years, **Art Chickering's** *Education and Identity* (Jossey-Bass, $34.95).

HERE & THERE: Congratulations to two institutions with many AAHE ties, Alverno College and Miami U., winners of this year's TIAA/CREF Hesburgh Award for Faculty Development to Enhance Undergraduate Teaching . . . and to their respective VPAAs, **Sr. Austin Doherty** and **Ron Henry**. . . . **Cynthia Secor** reminds me of the April 5th application deadline for this summer's HERS institute for women in higher-ed administration (at Bryn Mawr, an excellent program); 303/871-6866 for details. . . . For info on this summer's Seminar for New Presidents, at Harvard, call 617/495-2655. . . . AAHE's Women's Caucus, headed this year by CUNY-York's **Josephine Davis,** looking for a step-up in activities, institutes $10 annual dues. . . . FIPSE's **Tom Carroll** has been detailed to the Secretary's office to help emphasize and coordinate Department of Education efforts on behalf of service-learning, including liaison to the Corporation for National and Community Service and AmeriCorps. . . . Within the Department, too, there's an ambitious "management reform" effort under way aimed at building "a model high-performance, results-driven, client-focused agency with employees who feel empowered to do their jobs" (one can only cheer it on). . . . Speaking of TQM, Vanderbilt grad student **John Barker** has set up a Listserv for dissertation writers on that topic in higher education, with some three dozen conversants at the moment . . . to connect with it or similar TQM/CQI Internet conversations, call **Steve Brigham** here in the office.

OUR OWN 25TH: Lots of anticipation surrounding our forthcoming National Conference, AAHE's 25th as an independent organization. . . . Hope to see you there!

BEST COPY AVAILABLE

Forum Director Search

AAHE begins a search this spring for a successor to **Karl Schilling,** who has served as director of the AAHE Assessment Forum for the past two years. Schilling will return to his home campus, Miami University, after the Forum's Assessment & Quality Conference, June 12-15 in Washington.

The AAHE Assessment Forum began in 1987 and has been a center for thought, debate, and networking around an issue whose importance continues to grow; its annual conferences now attract close to 1,500 attendees. The Forum has helped to fashion versions of assessment that are faculty-owned, close to the classroom, and helpful to improvement; it also works closely with AAHE's CQI Project. There is a new sense in the assessment community — given developments at the federal level — that the Forum's next lines of work should extend to institutional-level assessment and questions of accountability.

AAHE is looking for a director who has the intellectual depth to guide and shape the substantive work of the Forum; who understands — preferably firsthand — the power and difficulties of assessing institutional learning outcomes; and who has the ability to speak and write clearly about these issues. Because the new director must pick up quickly on work already in progress, preference will be given to candidates with substantive experience in the issues of concern to the Forum.

Salary is negotiable, though constrained by available funds. It is hoped that the new director could take the post by late summer and remain for at least two years. AAHE is open to creative arrangements, including a leave of absence, less-than-full-time appointment, etc. Candidates should submit a letter of interest, a resume, and any (brief) supporting materials to Brooke Bonner, Executive Secretary to the President, at AAHE, by *April 13, 1994.* ■

REGARDING:

Need help? Memo other AAHE members by submitting items to **RE:** In a few words, describe the information/material you need and an address where it should be sent, including a contact name.

The Institute for Research on Adults in Higher Education (IRAHE) at the University of Maryland University College (UMUC) houses two projects that would like to share information. *The Diverse Students Program* (DSP) seeks to increase the number of students of color and to enhance their success rates once they are enrolled. In cooperation with ten partner institutions (five 4-year and five 2-year), DSP has conducted a comprehensive search and analysis of related literature, developed a model action plan (MAP), and created a research design to measure program results. IRAHE would like to **exchange materials and ideas with other projects** and will share its MAP; a search summary; and an article describing the project, the research design, findings to date, and some of the research instruments. *The Effectiveness in Learning Program* (ELP) is sharing reports of case studies and pilot projects on college instructional programs that strive to reduce costs (to both learner and college) while achieving superior learning outcomes. IRAHE would like to **learn of additional reports and share those it already has**. *Contact:* Barbara Mayo-Wells, c/o IRAHE, UMUC, University Boulevard at Adelphi Road, College Park, MD 20742; phone 301/985-7031; fax 301/985-7008; Internet MAYO_WELLS%HPDESK@UMUC.UMD.EDU

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APRIL/1994 VOLUME 46/NUMBER 8

B U L L E T I N

AAHE
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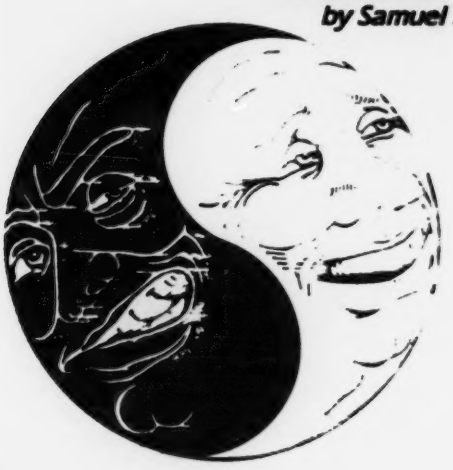
Gladly Teaching

by Samuel Schuman



On Complaining About Students

by John Bennett and Elizabeth Dreyer

Productivity Revisited

Benchmarking for Efficiency in Learning

by Morris Keeton and Barbara Mayo-Wells

Three Letters

Jonathan Fife
David Andrews
Horace Rockwood

In this issue:

Choose one: Faculty are (a) self-absorbed, cynical, more interested in complaining about student shortcomings than in addressing their own; (b) dedicated, self-sacrificing professionals who answer a sacred calling for the good of students and society; or (c) both of the above. This month, the *Bulletin* chooses (c), and offers up a pair of articles that express, respectively, the "yin" and "yang" of faculty.

Contributing the yin (with coauthor Elizabeth Dreyer) is John B. Bennett, provost at Quinnipiac, for whom campus health and harmony is a recurring interest. We last heard from him in an October 1991 essay, "Collegiality as 'Getting Along'." As for the yang, veteran administrator Sam Schuman tells what it's like to recapture one's "calling" in the classroom.

Morris Keeton began teaching in 1946. Thirty years ago, he would have been on anyone's academic "most influential" list; in 1972, while vice president at Antioch, he was elected chair of AAHE's Board. Today, more than ever, gladly are we taught by him, as you'll see on pp. 9-13.

—TJM and BP

Erratum: In the February 1994 *Bulletin*, authorship of the article "The Contract Alternative: An Experiment in Testing and Assessment," by R. Dougherty, S. Tobias, and J. Raphael, was not properly attributed. We sincerely regret this error. For information about this article, please contact Ralph Dougherty, Department of Chemistry, Florida State University, Tallahassee, FL 32306-3006.

3 **Gladly Teaching**/an administrator is suddenly returned to the classroom/*by Samuel Schuman*

7 **On Complaining About Students**/are faculty part of the problem?/*by John B. Bennett and Elizabeth A. Dreyer*

Productivity Revisited

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GLADLY TEACHING

One administrator's sudden and involuntary return to teaching triggers fresh appreciation for the trials and the joys of professorial life.

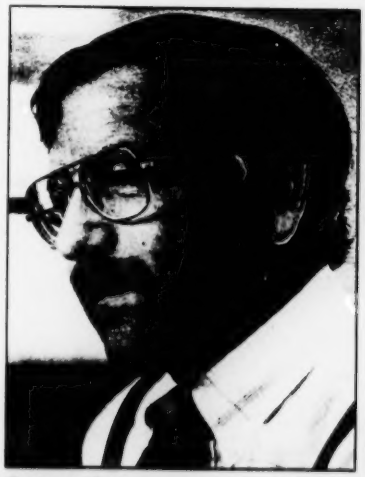
by Samuel Schuman

An eschatological falling-out with the chief executive officer of our sixteen-campus state university system startlingly catapulted me from my position as chancellor of a campus to full-time professor of literature and language. This is a transition that, while seriously unnerving to the victim, is far from unusual in the unsettled condition of contemporary American higher education. What has proven interesting to me about the abrupt change is not that it is unique, but how instructive it has been. I have learned lessons that will make me a better academic citizen, whether as instructor or administrator.

I returned to teaching after sixteen years of administrative assignments as honors director, then chief academic officer, and finally campus leader. During that time — which, I have been graphically reminded, is almost the age of the youngest students I am now teaching — I taught at least one course every year, sometimes one a term. I saw myself as an administrator who kept clear instructional priorities, remained close to faculty colleagues, was aware of student trends, and remembered the primacy of the classroom. I was partly right.

Continuing to teach as a director, vice president, and chancellor *did* keep me from drifting too far from my pedagogical past. Mercifully, whatever skills I once had as a discussion leader and lecturer are proving not to have completely rusted to obsolescence through inactivity. During those administrative years, I sought to encounter in the classroom students who were neither in the top nor bottom 5 percent of their class; neither the presidents of student government, who were my frequent partners in my chancellorial public relations activities, nor the hopeless petitioners who would haunt my office with a vigor that, if applied to their studies in the first place, might have kept them out of trouble.

So, it was worthwhile and important to remain a part-time instructor while a full-time administrator. But it was not the same thing as being a full-time teacher; indeed, it was much more different than I suspected.



Samuel Schuman is a professor of literature and language at the University of North Carolina at Asheville, 1 University Heights, Asheville, NC 28804-3299.

Much More Different

Just as an example, consider the gap in what might be called "support services." As chancellor, I had two full-time secretaries in my office and an energetic, highly skilled assistant. A work-study student completed our team. Our office had a copier and a fax machine, and we were rather well linked by computer to one another and to the campus. Compared with what I have seen of the office arrangements of other college and university presidents and chancellors, ours were good but by no means extraordinarily lavish arrangements.

My new campus home — the Language and Literature Department — has twenty-four faculty members, of whom fourteen are full-time. Three faculty members from other departments have, for idiosyncratic, individual reasons, been assigned to our quarters, as well. We share one very competent and rather overworked secretary and a single student assistant. The departmental office has a computer, a printer, and a copier, which we also share, except for the individual faculty who have purchased their own machines. About one quarter of the department's faculty are electronically linked to the campus's main academic computer, via terminals in their offices; the rest have the option of standing in line for the

central, office machine. There is no fax terminal in our building. I have the sense that ours is not an eccentrically parsimonious situation.

When I taught part-time as an administrator, I had the full use of all the support facilities of my managerial position to help with my classes. I could, for example, ask a secretary to photocopy a syllabus or supplementary reading for my class, or to arrange for a slide projector, or to call to check on a too frequently absent student. Alas, no more. I realize now that as an administrator, I had considerably greater clerical underpinning (who, of course, spent most of their time helping me be chancellor, not part-time instructor) for doing much less classroom work.

My first revelation, then, is that full-time teaching is qualitatively as well as quantitatively different from teaching as an administrator: It is not just doing three times more of something, it is doing a different thing.

A second discovery is very closely related: I had forgotten just how much time professors spend (misspend, I believe) pushing paper. Some people think of academic administration as "deskwork" — reading and writing letters, reports, notes, budgets. While that perception is far from inaccurate, it is easy to forget the daunting volume of paper that comes into and goes out from the office of a busy teacher.

In my own case, I began one course in my renewed teaching career by distributing in class a 2-page general course description, a 4-page reading list, two 2-page "handouts," a 5-page list of forthcoming local cultural events, and the first of fifteen 2-page study guides! Mine was one section of a multisectioned, required core curriculum humanities course, and I assume the teachers of the other sections generated an equivalent mountain of paper for their first day of class. I have come to a richer appreciation of the legitimacy of faculty complaints about spending too much time stapling and too little time reading, writing, and thinking.

I confess, with amused shame, that I did not know where to get a pencil or a piece of chalk on my campus. I did not know what forms needed to be submitted to claim travel money. . . . I found myself as helpless and disoriented as a brand-new faculty member on a brand-new campus . . . at an institution I had led for several semesters.

Another, more neutral, revelation is just how much of the mechanics of faculty life I had forgotten. I confess, with amused shame, that I did not know where to get a pencil or a piece of chalk on my campus. I did not know what forms needed to be submitted to claim travel money. In fact, I did not know how much (little, actually) travel money I was allowed, and what it could be used for. I was fuzzy on the differences between the benefits package offered to twelve-month administrators and that offered to ten-month faculty (sick leave, for example).

Some of these matters were more familiar to me as a chief academic officer than as a chancellor, but not much. Looking back at my ignorance now, it seems predictable and understandable. But when I first encountered it, I was shocked and intimidated; I found myself as helpless and disoriented as a brand-new faculty member on a brand-new campus . . . at an institution I had led for several semesters.

Somewhat more serious, I panicked when confronted with my first student advisee. While I have an abstract knowledge of my institution's graduation requirements, I proved to be an absolute babe in the woods when it came to the mechanisms by which students meet (or elude) those requirements and document having done so. For example, from many proud chancellorial speeches about my institution's curriculum, I knew what general-education courses all our students take; but I had no idea in what order or when, in the typical undergraduate career, the courses were best attempted. I had no idea how a student's placement in English composition was determined within my own department, much less placement in foreign language, math, or science.

The Power, and Pressures, of Teaching

Like the physical presence of mountains, powerful events tend to diminish to more comfortable size in memory. This is true of the surprisingly powerful event of a good class hour. Few experiences are more stimulating and more draining than the daily experience of teaching. It is certainly true that making a public presentation, attending an important meeting, or soliciting a major gift can be a moment of high adrenal stimulation. But I do not recall that these chancellorial tasks in any way outpaced the exhilaration and the exhaustion of teaching thirty-five sophomores why it is worthwhile to understand the rhythmic organization of Old English poetry.

No matter what is going on in other times and places, the act of teaching is an exciting and an all-consuming one. I have been amazed by what a high it is to plunge into an actual instruc-

tional situation . . . and how tired and wrung-out that plunge leaves me.

At a recent cocktail party, an amiable convivant, whose motives I know were consoling and kind, remarked that I must now feel a real release from the daily pressures of administration. In the process of framing what I hope was a courteous and pleasant reply, I realized that this fairly common perception both is and is not true.

On the one hand, it is certainly accurate to observe that a faculty member has fewer mandatory engagements, and most of those are probably less "stressful" (whatever that means) than are chancellorial obligations. During my time as campus chief executive, it was not uncommon during a week to have an official engagement every evening and throughout the weekend. I can recall several stretches where as many as three weeks might go by with something to do *as chancellor* every night. Often, my days would be mostly full from 7:30 AM until after 10:00 PM. Obviously, such a schedule can be tiring, and can involve a considerable dose of "pressure."

On the inevitable other hand, though, the tasks of administration have a kind of discreteness and finiteness that is absent in teaching. I have been recalling, vividly, the literal way in which the professor's work is never done. A great many of the chancellor's duties are rigidly bounded: You give a speech, and that is more or less that. Not so when you are a faculty member. There is always at least one more book or article that could be read in preparation for that next class . . . always one more audiovisual aid that could be found somewhere in the library, if there were just time . . . always one more paragraph of comment that could be written on each student essay . . . tomorrow's assigned reading could be reviewed just once more. And, of course, there is always that article you've been meaning to write . . . that student you really need to ask to come in to the office hour . . . next semester's schedule to be pondered.

I have felt acutely just how creaky certain of my cerebral gears — little used for a decade and a half — have grown. And, I confess, some people to whom I might have been just a bit patronizing as chancellor suddenly are intimidating to me as a professor. After piously declaring for years that faculty members were the richest treasure and the central constituency of a good college or university, I now remember what I meant.

In short, there is a kind of open-endedness about teaching work that is, in its way, less dramatic but more persistent than the pressures of administration. Sure, as a full-time faculty member I can go home at 4:30 sometimes if I feel like it, but whether I go home at 4:30 or 2:30 or 7:30, I always take home with me the feeling that there is probably just a bit more I could — and therefore should — have done.

A related issue I have had to learn to think about again is not how *much* time is available but rather how to *divide* it. This is, of course, a major issue for administrators, too, but with a different set of conflicting demands. As chancellor, I debated what proportion of my work day to devote to on-campus issues, and what time to spend off campus in activities such as fund raising and community relations. As a faculty member, I am expected to divide my professional energies among the professorial trinity of "teaching, campus/community service, and scholarship."

This faculty struggle seems much more private — and sometimes even lonely. As an administrator, I had to weigh competing demands upon my time, demands that were usually quite specific and often articulated with vigor by their various champions: A faculty member might sharply urge me to spend more time meeting with academic departments to assess the university's core curriculum, while a community leader might be quite insistent about the importance of having lunch every day at the downtown business dining club.

As a faculty member, those voices are absent, or at least internal. I come in to my office and have to decide, all by myself, whether to reread a candidate's application folder, revise an article on "Nabokov's Use of the Gogolian Sentence," or spend another half-hour preparing for that afternoon's class.

The Challenge of Collegiality

Dealing with faculty members as colleagues is a good way to remember just how sharp, how bright, and how quick they often are. Administrators typically interact with faculty only about administrative matters, on which faculty work is valuable, necessary, informed, and intelligent; but such matters are not the primary interest of most professors. On their own turf — for example, in a discussion within the Language and Literature Department of current trends in literary and cultural studies, or of how to teach introductory writing courses, or of the latest books by Southern feminist novelists — faculty members are dazzling.

In such discussions, I have felt acutely just how creaky certain of my cerebral gears — little used for a decade and a half — have grown. And, I confess, some peo-

ple to whom I might have been just a bit patronizing as chancellor suddenly are intimidating to me as a professor. After piously declaring for years that faculty members were the richest treasure and the central constituency of a good college or university, I now remember what I meant.

For Love of Students

As a faculty member, I'm reminded every day (well, M-T-W-Th-F) of just how irritating, and just how precious, students are. My students irritate me not because they don't pay attention to me (although they often don't) but because it seems to me that they also don't pay attention to themselves. The further one gets from one's college years (and everything else connected with youth), the more cherished and lamented those times become. If only, I wish, I could somehow inspire my students to a kind of voracity for the experiences of these few, unrepeatable, years.

But more often, students are precious in their openness, in their ability to grow and change, in their willingness to be taught. Surely there are few more gratifying moments in life than when students *get* something that they didn't apprehend before. Occasionally — not often, but occasionally — an eye lights up, a head bobs in affirmation (not sleepiness), I can see a student's understanding unfolding like a flower or exploding like fireworks. Nothing in the life of an administrator, no matter how successful, competes with that moment.

Finally, and most important, my return to teaching has repersuaded me of what I can only call the sanctity of that vocation. Hard-working, dedicated administrators, doing vital and useful things for their college or university, can forget that the work they do, valuable though it surely is, is not as important as what goes on in the classroom between students and teachers. My labors as an administrator, the manager of an academic enterprise, if effective, preserve and improve a valued institution. My efforts as a teacher, if effective, preserve and improve human beings and their culture.

My return to teaching has repersuaded me of what I can only call the sanctity of that vocation. Hard-working, dedicated administrators, doing vital and useful things for their college or university, can forget that the work they do, valuable though it surely is, is not as important as what goes on in the classroom between students and teachers.

Some of us have gifts as teachers and some have gifts as administrators; I, myself, may have more of the latter than the former. But I am as convinced now as I was when I first taught a college class a third of a century ago that while administration is (or can be) a noble profession, teaching is (or can be) a sacred calling.

Remembering the Joys

It can be imagined that I have drawn several conclusions from my experience, some personal (some, indeed, shamefully vengeful), but others public.

I now think that for administrators who are serious about their role as *educators*, not as merely managers of an enterprise that just happens to be in the business of education, it is not a good idea to avoid full-time instructional duties year after year. A semester — or even better, a year — spent teaching a full load, in a department, removed from an administrator's community and fund-raising obligations, seems to me not cute or interesting but close to an absolute necessity. Having not given myself that opportunity, I discovered only by unhappy accident how many things about being a classroom teacher I had allowed myself, or been allowed, to forget.

I would urge institutions and individual administrators to arrange sabbaticals that require total immersion in the professorial life. (Perhaps even requiring a faculty salary; it is not a bad idea to have to be reminded how financially crippling, say, an automotive breakdown can be to virtually everyone except top administrators.)

Obviously, I have remembered to value, cherish, and celebrate the challenges and the central joys of professing. During my years of administration, those delights, and those frustrations, had slipped further from me than I knew. I now believe that such a slippage must have made me less effective and valuable as an administrator, as an educator. And, I believe that my situation is not at all unique or even atypical.

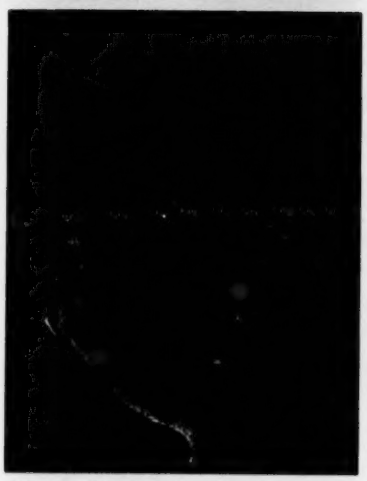
I could not recommend the method by which I was forced to refamiliarize myself with the life of the teacher; no matter what profession one goes *to*, it is certainly no fun to go *from* it an unwilling victim of executive fiat. But, if my experiences, these learnings and rememberings, these awakenings, are the consequence of my "failure," I also cannot say I envy my former administrative cohorts, whose "success" keeps them away from such a potent and gratifying turn.

For me, and I suspect for many others, past and future, my unexpected return from administration to teaching has been a kind of spiritual knight's move, a veering from a straight path that seemed productive and rewarding, back toward magic. ■

ON COMPLAINING ABOUT STUDENTS

Some complaining about students is natural, and even useful. But when faculty complain as a means of evading responsibility, they become part of the problem.

by
John B. Bennett
and
Elizabeth A. Dreyer



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Faculty complaining about students' deficiencies has become a cottage industry. No institutional type or sector of higher education seems spared. Each fall, last year's grim stories are updated and enhanced in offices and lounges and at national meetings. Students' historical, geographical, linguistic, and scientific ignorance is outlined; their underdeveloped communication skills are remarked; and their passivity in their own learning is lamented. Such stories not only point to substantial academic deficiencies in students but often reflect their poignant insularity and provincialism.

The problems are substantial, and solutions are elusive. Yet, faculty preference for discussing the former rather than the latter is striking. Indeed, even otherwise wooden faculty can wax eloquent in expressing outrage at student indifference, inattention, or ignorance. Far less passion typically is reserved for discussing strategies to address these maladies, or for sharing successes in dealing with them.

How are we to understand the phenomenon? Have faculty themselves become part of the problem? Much depends on what we might call the "economy of complaining," within which we have observed at least four "accounts." While the first three point acceptably to what we all recognize as the human condition, the fourth is both problematic and a threat to faculty integrity.

Faculty Are Only Human

Faculty readiness to describe how bad things are, coupled with their comparative reticence regarding solutions, might be simply a moment of **catharsis** in the broader fulfillment of their responsibilities. Such understandable grousing in the midst of a challenging job has as its aim to enlist from colleagues, and to provide to them, sympathy in the execution of a common, difficult task. Afterward, participants feel renewed and more able to continue on.

From this point of view, some quantity of faculty complaining is normal, perhaps even helpful. Decrying student incompetence leads to renewed efforts to overcome it. Rather than being problematic or destructive, such complaining signals in faculty a positive outlook and a serious commitment to teaching.

Alternatively, faculty might complain about student incompetence in order to gain public **recognition** for how hard individual faculty have to work. Good teaching *is* demanding. It requires faculty to address real and substantial deficits in students' knowledge and learning. It requires creativity and imagination, not simply enthusiasm and content expertise.

In this context, faculty complaining may be an insistence that the truth about teaching be explicitly acknowledged by those in positions of authority — by department chairs and deans, for instance. Such complaining for recognition works only if it is heard and its recipients provide a validating response; the simple cathartic expression to colleagues is insufficient.

Whether intended as catharsis or to demand acknowledgment,

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complaining also may be linked with **nostalgia** — the private recollection and then public rehearsal of how different (and better) things used to be. And, of course, things were in fact quite different twenty or thirty years ago: Enrollments were much smaller, higher education was more focused and homogeneous, and its public standing seemed more assured.

These three accounts share a common trait, for they remind us that the act of complaining is an eminently human behavior. Indeed, its absence would be unusual, for it seems part of our humanity that we seek catharsis, require validation of our work, and recall earlier and better days. But it is quite a different matter if, instead of supporting faculty work, complaining becomes a means of disclaiming responsibility for it.

Evading Responsibility

It is in this last regard that faculty complaining is troubling. Complaining is problematic when it serves to shield the complainer; when problems are projected and assigned elsewhere; or when faults are presented as always occurring in learning, never in teaching. Complaining in this way is like issuing a limited guarantee — instruction is warranted only if the *student-consumer* is not defective.

Clearly, something is wrong here. Such **evasive** complaining displaces the generous giving of time, energy, and self that are the marks of good teaching. The illegitimate underside of catharsis, recognition, and nostalgia may be at work.

First, complaining can be an exercise in self-protection. After all, the very act of teaching makes faculty vulnerable. Teaching requires the daily exposure of self before a live — and often critical — audience. Good teaching may require revealing private preferences, passions, and convictions. And students don't always appreciate that vulnerability, thereby helping to undermine the collegial nature of intellectual inquiry. Faculty enthusiasm about ideas and their effects can be met with dull stares . . . minor slips of the tongue, with snickers. Certainly, no faculty member can "control" the educational process, and sometimes the fire simply refuses to catch.

As a consequence, the need for faculty to be patient, to be openly self-critical, and to risk further vulnerability never ends. But complaining about students functions as a handy substitute when faculty cannot own this responsibility. Such complaining presents the trappings of catharsis, but not its reality. It becomes a moment in the evasion of faculty responsibility, rather than in its fulfillment.

Second, institutions themselves can contribute to the problem by failing to encourage self-criticism. Institutional mechanisms such as periodic posttenure evaluation often are weak, and it is the rare institution that encourages its faculty to identify flaws and promote improvements in teaching through collegial means. Indeed, some faculty actively shield themselves by refusing colleagues entry to their classroom. Others disregard student evaluations, and rarely invite informal reactions from students to course material and its presentation.

Institutions that do not challenge these behaviors certainly contribute to them. But institutions can be no better than the faculty and administrators who constitute them. Complaining that seeks to prompt appropriate institutional recognition and acknowledgment of the difficulty of faculty work presupposes a continuing personal commitment by faculty to that work — and that commitment is precisely what seems to be in question here.

Perhaps the most disturbing part of negative complaining by faculty is its oppressive impact on students. While complaining that is rooted in self-protection or that demonstrates personal or institutional ennui is troubling, we can only cringe at nostalgic complaining indulged in at students' expense. Such complaining means that faculty have forgotten their own earlier student days.

Most of us in higher education were nourished by those professors who saw and encouraged our potential, and surely some of their vision became self-fulfilling. So, faculty who instead see their task as "weeding out" students who don't measure up betray their own heritage, trample on the collective character of the teaching/learning enterprise, and take false advantage of the power they have over students' lives and futures. Belittling those in our care is a betrayal of trust, and raw cynicism always undermines the very essence of the teaching/learning process.

A Price to Pay

Eventually, faculty who overindulge in stories about the horrors of students' deficiencies expose their own teaching inadequacies, and their stories become a source of embarrassment to others. Conscientious and creative faculty recognize such complaining for what it is and gradually move away, leaving the complainers to themselves.

In the end, the price paid for excessive, self-absorbed complaining by faculty is a loss of constructive, collegial tone within the institution and a diminished capacity for growth. Colleagues who fail to challenge such corrosive complaining contribute to it. If the complainers are few, the damage they do often can be contained; but, if their number is significant, everyone around them suffers and is diminished. The result is an environment in which honest self-evaluation, excellence in teaching, creative pedagogy, and the glad celebrations of student (and faculty) successes are the exception rather than the norm.

The need for faculty to renew their commitment to effective teaching is perennial. Such renewal may involve seeking catharsis; asking for acknowledgment; and remembering earlier, better days. Let us do these things. But let us also confront our colleagues who have fallen into chronic, negative complaining about students, for that self-protecting, dishonest, and self-defeating practice harms us all. ■

BENCHMARKING FOR EFFICIENCY IN LEARNING

by Morris Keeton and Barbara Mayo-Wells

For higher education to make substantial and sustainable change in efficiency, we must come up with *a new paradigm* that builds efficiency into its basic structure and functioning, and then develop tools and strategies to benchmark our progress and success.

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In 1984, IBM discovered that it was spending nearly $1 billion on employee education and training. After a two-year study, IBM eliminated nice-to-have courses . . . redesigned its training program . . . with a heavy reliance on instructional design and assessment of student outcomes. . . . By 1989, IBM had moved fully half of its training out of the classroom to self-paced instruction; it expects to reduce classroom instruction to 25 percent of all training [by the year 2000, thereby reducing] its per student costs from $350 per day for classroom instruction to $125 per day for satellite delivery and $75 per day for computer-, video-, or print-based independent study. [By 1992] a paradigm shift had been accomplished and increases in both student outcomes and productivity had been documented (Twigg and Doucette, 1992).

The shift Twigg and Doucette described saved IBM many millions of dollars per year and yielded increases in learning at the same time. The result is efficiency in learning — a bigger bang for the education buck.

If IBM "can do it," we ask, then not "why can't we?" but "how can we?" Not by chipping away at the edges of current budgets. The sum of hundreds of isolated and small efficiency gains is often zero. Why? Because someone else sops up the gain by doing less. When one teacher serves ninety-five students instead of the usual twenty-five, as one of us once did for a required general-education course, ten other teachers teach seven fewer students that term. The college gains no efficiency.

The first thing IBM did that colleges also must do was to take a systemic approach to cost reduction (that is IBM's *grand* strategy). *Within* that systemic design — and only so — IBM's human resource developers (our teachers, deans, and students) could take an overview of their tools and their expertise to come up with a highly productive education and training system, instructional design, and implementing strategies (their *minor* strategies).

By contrast, the prevailing paradigm in higher education has been to introduce many enhancements to learning and let the systemic cost structure accommodate them. Thereafter, we complain of, and try to reduce, the resulting "administrative lattice, academic ratchet, and growth by accretion" (Hollins, 1992). Essentially, we are trying to "contain costs," not reduce them, within the same basic para-

digm for higher education as before.

To make substantial and sustainable change in the efficiency of higher education, its leaders must come up with *a new paradigm* that builds efficiency into its basic structure and functioning. To quote Twigg and Doucette:

> As long as technology is applied in the existing paradigm, ... productivity is not likely to increase; in fact, it may decrease as technology becomes an add-on cost. ... Common perceptions of what constitutes "college" invariably include sequential study for young people delivered primarily face-to-face in classrooms, usually in residential institutions that include complete lifestyle bundles.

Notice two unstated assumptions underlying that paradigm: learning activities are institution- and teacher-controlled; education occurs only or almost entirely within colleges.

An *alternative paradigm* might look like this: Learning at the higher-education level is continuous study, controlled mainly by the learners, using primarily the work site and home as learning sites and nonformal study aided by technologies that access colleges from a distance and at dispersed sites, supplemented by learner support groups (sometimes meeting via computer), with all nonteaching services unbundled and randomly accessible.

In this alternative paradigm, the college uses faculty primarily as mentors (coaches), expert resources, instructional designers, managers of learning services, and consultants to noncollegiate education providers (such as corporate human resource development centers). Like the new IBM, the college-to-be will have built into its basic mission and structure an economy and productivity not achievable within the current paradigm.

But within this new paradigm, all that we now know about how teaching and learning best work can be applied to enlarge and enhance the benefits achieved. All that we now see possible with emerging technologies of learning can be used to support and undergird these principles of effective learning at advanced levels. Applying this alternative paradigm can be higher education's grand strategy.

BENCHMARKING WITHIN THE NEW PARADIGM

To do the most useful benchmarking for efficiency in learning, we who administer educational programs will need to begin with an overall design for educational programming, establishing, as IBM did, target cost levels for different delivery modes. Within that overall strategy, we need to develop models of instructional delivery that use the best of implementing strategies to enable students to achieve their learning goals efficiently.

To evaluate the effectiveness of these delivery systems, two key tools must be developed:

- measures of *learning* (course credit is not a reliable or clear measure of learning) and instruments for measuring graduates' achieved learning and capabilities; and
- measures of the *costs* incurred in delivering the programs. (Costs to learners should also be a measure of concern, since lowering those is a key to customer interest, hence to ongoing enrollments.)

In the case of a University of Maryland University College (UMUC) degree program in nuclear science, the charge to clients is one-quarter to one-fifth of the amounts billed by competitors to comparable clients, but the learning and capabilities achieved are at the top of the range available. Meeting, approximating, or surpassing those performance levels could be the benchmark used for similar programs.

Stanford University's philosophy department delivers instruction in logic with the aid of a teaching laboratory, in which students can move at their own pace from the entering level of beginning college logic through the most advanced courses in contemporary symbolic logic. The cost per student credit hour is considerably lower than for comparable work in other universities that do their teaching entirely via classroom instruction. The cost per achieved level of sophistication in symbolic logic is doubtless even more impressive. The combination of the cost level and the achievement level for course-equivalent achievements in this field is a useable benchmark for others to shoot at.

MEASURING UP TO THE BENCHMARK

It is one thing to set a benchmark and know how to measure whether it is being reached or surpassed; it is another thing actually to perform with the intended level of success. As noted in the introductory example from IBM, to perform at a superior level requires both a suitable paradigm as to how to perform efficiently and an array of strategies and tactics for applying that paradigm in specific programs. In the Effectiveness in Learning Program of the UMUC, such strategies and tactics were reported in case studies and pilot project plans of twelve participating colleges and universities and are reported in the literature on effective teaching and learning.

Before we attempt a summary of these strategies and tactics, notice that the most costly resource essential to college learning is *time*. In focusing on learning and teaching in the next paragraphs, we will assume that the learning strategies are applied within the grand strategy already articulated. Some efficiencies in the learning processes also will save further time of administrators and may reduce other institutional costs.

The strategies recommended will in the aggregate save time in two ways: (a) by eliminating activities that do not contribute to learning, or even delay or interfere with it; (b) by substituting for current practices others that save time while enhancing learning.

Notice, second, that there are three primary roles that take time for learning to occur most expeditiously: the roles of learner, of facilitator of learning (teacher, mentor, tutor, coach), and of other support staff.

Saving Time by Reducing Work That Yields No Learning

In today's colleges, the main sources of work that yields no learning for students are arrangements for the convenience of management, for nonteaching purposes for the benefit of professors, for support services, and for leisure for young students. Chancellor Bruce Johnstone of SUNY urged reducing the time students spend on nonlearning activities, minimizing duplicative learning, reducing aimless drift through college, and removing lockstep provisions in the academic calendar (Johnstone, 1993).

Here are two examples of ways to reduce those and other costs without loss to students' learning:

Reengineer student services to cut up to 50 percent of their costs. According to the newsletter *Total Quality Management in Higher Education* (Magna Publications), a number of colleges already have begun to reengineer these services. They typically redesign and reequip the staff to improve such tasks as determining eligibility to enroll; registration; academic advising for degree planning; applying for financial aid; dropping and adding courses; receiving help with obstacles in the student's noncollege life (child care, scheduling to fit workplace hours, counseling on family matters, interplay with welfare offices or other governmental agencies, certification for graduation).

On each of these processes, the reengineering study maps the steps now used, the number of handoffs required, the waiting time between handoffs, the number of approvals required at each step, and so on. Then the process is reconsidered, and an alternative designed that reduces handoffs, reduces time waiting, reduces approvals, delegates authority downward in the hierarchy, and uses information systems and computers to enable students to bypass human beings for matters requiring no judgment. Some steps, such as the last one (which requires new equipment and staff time for data input), cost money initially but save enormous time and money over the years.

Another most-fundamental change may be that the service will be reorganized to provide, for example, four sets of staff teams where previously there were eight. The new units might be (a) Student Services Teams: case management teams, who have all of the direct contact with students, each student being assigned to one specific team, who serve that student throughout his or her college career and who are accountable for the effectiveness of college support services overall to that student; (b) Information Systems: who build and maintain the data banks and ways of access and use of them; (c) Operations Support Team: who do behind-the-scenes technical services (transcript services, class rosters, records storage, ordering diplomas, providing logistic support); and (d) Staff Support: who recruit staff, train and develop staff, manage performance reporting and evaluation, including management of benchmarking and CQI.

It is not strictly true that these services normally make no contribution to learning. For example, good academic advising can play a substantial role, and the reengineering effort is designed to enhance that role. But activities such as registration, getting financial aid, and getting certified for graduation are normally matters of getting organized for work or checking on adherence to regulations, rather than of eliciting learning.

There are other ways of getting some of these economies. Empire State College (ESC), for example, is said to save 30 percent of the costs of the average SUNY educational and general expense by a combination of strategies, one of which is the combining of student support and teaching functions in the role of mentor. ESC uses the mentor in lieu of the case management team contemplated in the example just described.

Removing dysfunctional arrangements in the organization of learning. Requiring class attendance for activities that are wasteful or unnecessary for some students; failing to recognize prior learning and requiring students to undergo classes that repeat already mastered skills and knowledge; limiting classes and other services to times and places inconvenient for students (especially working adults); and keeping students waiting for teacher feedback on their performance all are examples of such arrangements.

Saving Time in the Processes of Learning

There are numerous well-known, widely used, and research-tested practices that, if used in a coherent, integrated strategy for expediting learning, can yield great efficiencies in learning. Here are some, listed by the persons enabled to contribute to efficiency:

Enabling learners to "work smart" (Candy, 1991).

- Help them become adept at managing their own learning.
- Teach them to seek and use peer support in learning well.
- Enable them to build superior learning skills.
- Teach them how to seek and use instructor support.
- Equip them to make best

More Response to "Enhancing the Productivity of Learning"

In the December 1993 Bulletin, *we reprinted a short-form version of a provocative (and much longer) paper by SUNY chancellor D. Bruce Johnstone entitled "Learning Productivity: A New Imperative for American Higher Education," accompanying it with invited responses from six AAHE members. In that issue, we also invited further comment from readers. Three such comments appear below. Our thanks to their authors for taking the time to write.* — Eds.

Change the Procedures

The importance of Bruce Johnstone's article is not the call for more accelerated programs or faster learning but the acknowledgment that institutions must stop settling for the status quo. . . . Johnstone has challenged the assumptions that guide current practices; let me suggest six necessary changes in procedures:

1. **Clearly define the desired outcomes.** We value what we can see and measure. Conversely, we rarely accomplish that which we only vaguely define.

2. **Understand the major interrelationships for creating the change.** Create a map of the interrelationships that may influence, even control, the change process. This would include understanding basic values, cultural norms, idiosyncratic needs, as well as the individuals involved.

3. **Identify all the parties involved in the education process and get them involved in the change.** Faculty, students, employers all need to be engaged in the process.

4. **Create a long-term partnership between those who have the power to reinforce and sustain the change and those who are involved with it.** Significant change occurs over a long period of time, so specific commitments on how the change will be protected and nourished must be secured from the beginning from those who control both the resources (political and financial) and the rewards.

5. **Identify and develop programs to strengthen the new knowledge and skills necessary for change.** Team teaching, outcomes assessment, and education goal setting are examples of skills not often formally developed in most of an institution's faculty. Continuous development is necessary if change is to be enduring.

6. **Use the existing knowledge base to support the creation of new knowledge.** This means reviewing the current research on how people learn. Some of this research is very good and should be used; where there are gaps, new research should be proposed and conducted by those involved.

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Teaching Motivation

Bruce Johnstone should be commended for breaking the dirty little silence that allows teaching productivity to be dissociated from learning. As the "assessment movement" moves to the end uses of technology.

- Help them learn to use their own time efficiently.

Enabling teachers to "work smart" (Brookfield, 1990; Davis, 1993).

- Clarify intended learning outcomes early and repeatedly.
- Engage learners in choosing the learning outcomes, thus enhancing commitment to those outcomes, thus raising students' motivation levels.
- Assess progress frequently, provide instructive feedback, and renegotiate the learning plan when this assessment reveals the need to do so.
- Drill to mastery on essential foundation tasks before going on to their use in more complex tasks.
- See that students get first-hand experience of what is being studied, or use techniques for simulation and practice that approximate direct experience of the realities being studied.
- Use learning-enhancing technologies — e.g., on routine skills, use computer-managed practice, assessment feedback, and re-tries; on complex applications, use computer-managed simulations; on communications among teachers and students, use electronic mail and conferencing.
- Make learning active for students (Meyers and Jones, 1993). Provide options for collaborative learning with peers.
- Use Classroom Assessment techniques (Angelo and Cross, 1993).

Having administrators who "work smart" on facilitating learning.

- Engage or develop expert, enthusiastic, student-centered teachers committed to developing their craft as teachers (Davis, 1993).
- Provide ongoing help to teachers in evaluating and improving their performance.
- See that the institution provides a welcoming climate for students of all cultural and ethnic identities.
- Provide the institutional

framework suited to efficient learning (see the discussion above on a new paradigm and the major strategy for making learning efficient).

CONCLUDING NOTE

IBM's experience in restructuring its education and training to develop its personnel while lowering its costs is a model that can be adapted and applied in higher education with great benefit to all parties. ■

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Note

This essay is adapted from a presentation to the Forum on Benchmarking for Quality in Higher Education (Cocoa, FL) on March 16, 1994, and derives from a longer version provided to the Research Seminar on Efficiency in Learning on November 19, 1993 (University of Maryland University College, College Park, MD).

of its first decade, it is time to accept that learning (i.e., nonmaturational changes in our students) is what education is about. It is time we focus on the factors that limit learning, not the more restrictive notions of productivity based on class size, credit hours generated, etc. . . .

I believe Chancellor Johnstone comes closest to the mark in his item number 4: "Students, on average, can learn far more in any given span of time than they now do." . . . I conclude the major obstacle to learning productivity is the "on average" absence [in students] of genuine, disbelief-suspended motivation to learn. We can change the calendar, the curriculum, the articulation with secondary education, class structure, the grading system, the pedagogy; but, if we don't focus on "teaching" motivation-to-learn along with teaching content, we will continue to struggle with students who have mastered the fine art of "negotiation for lowered expectations."

We know that students can "learn" much faster and more efficiently when they are "interested." We know less about how to create an intersection of "interest" and our subject matter. It would be well if, in the pursuit of productivity increases, we were to ask: How is what we do making students more motivated to learn?

David B. Andrews, Professor of Psychology, Keene State College

Seriously Out of Touch

D. Bruce Johnstone appears so seriously out of touch with the problems facing higher education that his proposal would only make the problems worse. At least three assumptions in his introduction flaw his approach beyond recovery: that productivity gains in teaching have "very nearly run [their] course in most colleges"; that an increase in productivity would result from "beginning college-level learning at an earlier age"; and that time spent by college students on "activities other than learning" represents wasted time.

First, we can measure the many kinds of productivity in many ways. . . . The national impact of using active-learning methods and varying teaching styles to account for different learning styles and then assessing the effectiveness of teaching has so far been minuscule. But the emphasis on and interest in effective teaching is increasing, at least in pockets, throughout the country. What the movement needs now is recognition, organization, and support from every quarter, especially administrations.

Second, as a group, today's incoming students are unprepared for higher education in every way. They are intellectually and socially immature, educated only to "feel good about themselves" and to believe that "everyone has the right to express their own personal [sic] opinion." . . . Starting students earlier or pushing them through faster would produce only younger, less mature graduates.

Third, Johnstone seems to assume a direct relationship between time spent learning and amount learned, and to be generally uninformed about learning processes. In classroom discussions about grading, even my students — usually without the terminology, of course — recognize a difference between surface and deep learning, some realizing that the most significant learning can occur long after a course has ended.

Horace S. Rockwood III, Professor of English, California University of Pennsylvania, and Coordinator, Summer Academy Expansion Project

Note

Single copies of the Johnstone paper still are available from the Chancellor's Office, SUNY Plaza, Albany, NY 12246.

AAHE NEWS

AAHE Forum on Faculty Roles & Rewards

Progress Report and Future Directions

The third year of the Roles & Rewards project will begin this coming summer, under the leadership of new director **R. Eugene Rice**. The success of the Forum's two national conferences (San Antonio, January 1993; New Orleans, January 1994) and of regional gatherings in Minnesota, Nevada, New England, Maryland, and the Denver and Detroit metropolitan areas "confirmed that the reexamination of faculty priorities is indeed, in the words of AAHE president **Russ Edgerton,** higher education's 'master issue of the 1990s,'" says outgoing director **Clara Lovett,** now president of Northern Arizona University.

The internal concerns of the academy (e.g., the need to pay more attention to faculty diversity and to undergraduate teaching, the wisdom of rethinking excessively narrow definitions of scholarship) are "converging in a powerful way with renewed external interest in faculty work and with calls for increased institutional accountability for the quantity and quality of that work," says Lovett. That is why, from the beginning, the Forum's conferences and seminars, as well as the field-based investigations and experiments the project calls its "lines of work," brought campus leaders together with policymakers and leaders of scholarly associations, she says.

In its first eighteen months, the Forum has been able to assemble "intellectual capital that can sustain the reexamination of faculty priorities beyond the expiration in June 1995 of the FIPSE grant that helped it get started," reports Lovett. That "intellectual capital" includes:

- Commissioned papers from two annual conferences and other resources.
- Several articles on faculty issues in the July/August 1993 issue of *Change*.
- A line of work on the peer review of teaching, in partnership with Stanford University's **Lee Shulman** (the leading advocate of making college teaching the "community property" of groups of scholars within a discipline or academic unit). (See the February 1994 "AAHE News.")

Plans for future Forum projects include:

- A monograph by Virginia Commonwealth University's **Jon Wergin,** the Forum's interim director in the fall of 1992, to focus on "unit accountability" — a faculty reward system centered not on the contributions of individual professors but on the performance of academic units.
- Publication of a "departmental audit" instrument.
- R&D work on definitions of and rewards for extramural professional service.
- Publication of an anthology of "statements of professional responsibility for academic members" drafted by scholarly societies and professional associations.

Future directions. With a change of leadership at the Forum comes the potential for

Continued on p. 16

January in New Orleans

More than 600 faculty, administrators, and other stakeholders in higher education gathered in New Orleans for a timely discussion of faculty work and its evaluation. Ernest Boyer (1), president of the Carnegie Foundation for the Advancement of Teaching, opened the conference with a preview of *Scholarship Reassessed,* the follow-up to his influential report *Scholarship Reconsidered.* Participants spent an industrious three days in lively conversation, both in and out of the meeting rooms (2,3). Postconference feedback confirmed that interactive, "hands-on" sessions, such as the consulting lunches (4), were most effective and appreciated. (More workshops and sessions of that type will appear in next year's program.)

Planning for the 1995 conference is already under way. The Call for Proposals & Participation will appear as an insert in the June 1994 *Bulletin.*

Bulletin Board

by Ted Marchese

Welcome back for news about AAHE members (names in **bold**) plus news of note . . . do keep sending me items.

OUR 25TH: AAHE's 25th anniversary National Conference was a rousing event that brought 1,700 of you to the Chicago Hilton. . . . Highlights for me: a captivating keynote by Charles Handy (order the tape!), a spirited Tomás Rivera lecture (the tenth) by Norma Cantú, and a concluding breakfast at which **Frank Newman** and Chicago State's **Dolores Cross** interviewed the five winners of this year's Howard R. Swearer Student Humanitarian Award. . . . Lots of "birthday" hoopla, of course, starting with a "Gala Salute in Words and Music" organized by **Russ Edgerton, Carol Cartwright,** and **Ken Fischer,** featuring an appearance by AAHE founding father **Stephen Wright** . . . the next evening, an anniversary banquet for 600 in the Field Museum's hall of dinosaurs (no wry remarks here; they've already been made), with Newman as emcee and **Art Levine** doing a turn as historian. . . . Notable also: a sparkling all-conference reception hosted by AAHE's Hispanic Caucus (thanks! to chair **Millie Garcia**) . . . the tenth convening of the AAHE Research Forum (by **Art Chickering, Pat Cross, Catherine Marienau,** and **Marcia Mentkowski**). . . . Notable, too: the swell of interest in service-learning, and the high attendance at the string of technology sessions, organized by **Steve Gilbert.**

Wright

Garcia

Schroeder

ON TO DC: At AAHE's upcoming Assessment & Quality conference (June 12-15, here in DC) a volatile mix of issues — accreditor pressures to step on the gas with assessment; the grapples with quality management, reengineering, and productivity; the accountability schemes staring us in the face — promises a yeasty, even feisty four days. . . . **Peter Ewell,** Howard Gardner, **Pat Cross, Richard Light, Dan Seymour,** and **Alexander Astin** headline. . . . Organizers **Karl Schilling** and **Monica Manning** received quadruple the number of proposals this year as last, expect 1,500 for the 170-session event. . . . Late program additions: **Steve Brigham** hosts an invitational, first-ever convening of campus TQM/CQI coordinators; fax him at AAHE at 202/293-0073 if you know someone who should be included . . . and the North Central Association runs an evening-long workshop on its assessment expectations.

COMMUNITY COLLEGES: I suspect no sector has been buffeted by change more, nor has been readier to question its own orthodoxies. . . . At the AACC annual meeting earlier this month, new winds were blowing . . . an "action agenda" for community colleges in *Choosing the Future*, a recent report prepared by a 23-member California commission put together by chancellor **David Mertes** . . . findings from a national dialogue group led by Macomb's **Al Lorenzo** released in *A Framework for Fundamental Change in the Community College: Creating a Culture of Responsiveness* ($15; call 301/490-8116) . . . and a very useful (and widely applicable) little publication, *Community Colleges: Core Indicators of Effectiveness*, on the construction of statistical "indicators" that would tell your institution's story to the public (also available from AACC) . . . credit it to a group led by **Kay McClenney** of ECS and Michigan's **Richard Alfred.** . . . In a related development, the March NCHEMS newsletter features a list of performance indicators (developed by **Dennis Jones** and **Peter Ewell**) aimed not at outcomes but at "good practice" in undergraduate education . . . an intriguing idea.

ACPA: At March's American College Personnel Association meeting in Indianapolis, a group of forward-thinking student-affairs leaders, led by Missouri's **Charles Schroeder** and Indiana's **George Kuh,** brought forth the draft of a potentially important statement, "The Student Learning Imperative," a call to colleagues to "restructure their work," to step out of self-isolating roles and vocabularies and "form partnerships with students, faculty, academic administrators, and others to help all students attain high levels of learning and personal development."

ED WEEK: I doubt many of you have time to read *Education Week*, a *Chronicle* offshoot aimed at K-12 professionals, but right now it's the vehicle for the best education journalism around. . . . Special to AAHE members: a copy of *Ed Week*'s April 13th 24-page supplement, "Enlisting Higher Education in the Quest for Better Schools," *free* to the first 500 members who write or fax us (c/o Sonya, at AAHE). Do it!

NEXT UP: The AAHE Board meets here, April 28-29 . . . its main substantive topic: whether and how AAHE ought to get more involved in accountability issues. . . . In May, members have a big treat coming: the 25th anniversary issue of *Change*. ■

Continued from p. 14

a change in direction. Should the Forum worry less about improving *what is* and instead work on prototypes of *what might be*? Should it work on issues of faculty careers, including the future of tenure, the limitations of traditional forms of faculty governance, or the status of part-timers?

Beyond the FIPSE grant, which expires in June 1995, might the Forum, with its already extensive network of presidents, provosts, faculty leaders, scholarly societies, and federal and state policymakers, become AAHE's clearinghouse and catalyst for serious "upside-down thinking" not only about faculty priorities but about the changing nature of academic organizations?

Specific pilot projects, especially the one about peer review of teaching, hold much promise of improvement. But, the external forces that led AAHE to conceive the Forum on Faculty Roles & Rewards in the first place "are gaining momentum and threatening to overwhelm slow, incremental reforms," says Lovett, citing as examples the near-collapse of the traditional accreditation system, the probable impact of intrusive new regulations like the SPREEs, and the steady growth of proprietary schools.

Members are invited to send their feedback and suggestions to R. Eugene Rice, Incoming Director, AAHE Forum on Faculty Roles & Rewards, at AAHE. ■

REGARDING:

Need help? Memo other AAHE members by submitting items to **RE:** In a few words, describe the information/material you need and an address where it should be sent, including a contact name.

1. What approaches has your campus used to answer such questions as: "What does it mean for a student to get an 'A' on our campus?" "How much time do students spend studying?" "What kinds of materials do students read each week? How many pages?" "What kind and amount of work is expected of students in their classes?" The AAHE Assessment Forum currently is studying **how institutions assess their expectations for student performance.** If your campus has undertaken such a program, please send a short description of your efforts to Karl L. Schilling, Director, AAHE Assessment Forum, at AAHE; fax 202/293-0073.

AAHE in Action

1994 AAHE Conference on Assessment & Quality. Washington, DC. *June 12-15, 1994.*

- **Discount Hotel Rate Deadline.** *May 13, 1994.*
- **Early Bird Registration Deadline.** Registration increases $40. *May 13, 1994.*
- **Registration Refund Deadline.** Requests must be made in writing and postmarked/faxed by the deadline. *May 27, 1994.*

Collaborative Learning Conference. Cosponsored by NCTLA and AAHE. See February *Bulletin* "AAHE News" for details. State College, PA. *June 25-27, 1994.*

"Improving Teaching Through Reflective Practice" Conference. Cosponsored by Pace University and AAHE. See February *Bulletin* "AAHE News" for details. Vancouver, British Columbia. *July 20-23, 1994.*

Fifth AAHE National Conference on School/College Collaboration. Washington, DC. *November 17-20, 1994.*

Third AAHE Conference on Faculty Roles & Rewards. Phoenix, AZ. *January 19-22, 1995.*

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MAY 1994 VOLUME 46, NUMBER 9

B U L L E T I N

WHITHER TQM?

A Second Look

Quality for the Long Haul

1994 Swearer Student Humanitarian Awards

REMEMBERING THE G.I. BILL

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INSERT:
SCHOOL/COLLEGE
CALL FOR PROPOSALS

AAHE NEWS

BULLETIN BOARD
by Ted Marchese

In this issue:

Last spring at this time, I was visiting the Montreal campus of the Université du Québec and stumbled upon an Expo of provincial manufactures, most bearing a distinctive label: "Qualité Québec."

I asked a business professor at the university what this meant. Well, he said, in '86 and '87 TQM was all the rage here; consultants from Toronto came up in their three-piece suits and made a killing with seven-step workshops. After a year, of course, it all went away. Then two or three years ago, industrial sales started to get tougher and tougher; jobs were lost. The markets wanted quality and we weren't providing it. Suddenly our firms had to take this quality-management stuff seriously. Seven years ago, an aggressive pursuit of quality could have given us a market edge; now, it just keeps us in the game.

I thought of that conversation when I read the report from David Entin, beginning on the facing page, and mentioned it to Dean Hubbard in asking him for an interview. Despite triumphalist claims by quality's advocates and the imprecations we hear from business, for every TQM champ like Motorola or Federal Express there are dozens more that came to grips with this new theory of organizational life only when they had to, and then only partially. It's hard to believe things will be much different in higher education.

It will probably take ten or fifteen years to see and sort out the impacts of quality management on higher education. We're in year three or so of that journey, a fact to keep in mind as you read the two pieces that follow. **—TJM**

WHITHER TQM?

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WHITHER TQM?

In a report published a year ago in *Change*, David Entin chronicled TQM's progress at ten Boston-area colleges and universities, all early into their "quality journeys." A year later, Entin revisited these same institutions, asking the question, "How's it going?" only to be told by most, "Not so hot."

In spite of its negative tone, Entin's check-up report elicited interest within AAHE's Academic Quality Consortium. A joint project of AAHE and the William C. Norris Institute, the AQC has as its aim "the intelligent adaptation of continuous quality improvement to higher education"; its membership consists of twenty-two institutions that made early commitments to CQI implementation.

What lessons, if any, should we draw from the Boston findings? Entin offers his in "A Second Look," below. For another perspective, AAHE vice president Ted Marchese turned to the chair of the AQC, Dean Hubbard, president of Northwest Missouri State; that interview begins on page 8.

—*Eds.*

Two perspectives on the future of "quality" in higher education.

A SECOND LOOK

TQM in Ten Boston-Area Colleges, One Year Later

by David H. Entin

Much of the growing literature on TQM in higher education (or CQI, "continuous quality improvement") is promotional and typically features a claim of successful implementation at a single institution. What, on the other hand, would we find instead if we took an objective look at TQM progress across a *range* of typical institutions in a metropolitan area?

In summer/fall 1992, I visited ten Boston-area institutions of higher education that were then just a year or two into their "quality journeys." I interviewed key players on each campus, and reported what I found in an article published in the May/June 1993 *Change* (see Note).

At that time, each of the ten institutions had one or more quality champions, and most felt on the

David Entin is dean of arts and sciences at New York City Technical College, CUNY, Namm Building #805, 300 Jay Street, Brooklyn, NY 11201.

verge of a "breakthrough" in implementing quality-management principles. Although TQM then had "a firm hold" on only one campus, and just six of the ten claimed campus participation or commitment beyond one or two units, all ten were involved to some degree in TQM activities, primarily on the administrative side.

When I returned to these ten institutions this past winter, I found a changed scene. Five of the ten institutions had stopped, delayed, or were not implementing TQM. Four more are carrying out some form of TQM in at least a few units where there are TQM champions. Only the tenth college is working systematically to implement TQM and feels that quality is becoming a "way of life."

Is there a conclusion we can draw from such a change in just one year? Let's look at the data.

KEY QUESTIONS

My study group consists of nine private colleges and universities affiliated with the Center for Quality Management — a private, industry-created organization in Cambridge, Massachusetts, that promotes and sponsors training in TQM for area businesses. Those nine institutions are *Babson College, Bentley College, Boston College, Boston University, Lesley College, Massachusetts Institute of Technology, Tufts University, Wentworth Institute of Technology* (where I was dean of the college of arts and sciences when this project began), and *Worcester Polytechnic Institute.* I added a tenth, unaffiliated institution — *University of Massachusetts at Boston* — to include a public institution in the study. The field interviews covered seven basic questions.

What progress has your institution made in implementing TQM in the past year?

Frankly, I was surprised to find this winter that five of the ten institutions in the group no longer claim to be pursuing TQM.

The previous year, TQM seemed to lack a serious foothold at only one institution. This year, that institution reported again that it was "not into TQM." A senior official there said TQM didn't fit the organizational culture, though he had no argument with the goal of improved management and thought some of the things his college had done through the years resembled TQM, namely "making the customer king," tracking progress, and improving processes and services.

Of the four other institutions that seem now to have abandoned TQM after hopeful starts, three report facing unprecedented crises. Major deficits and prospective employee layoffs have captured top-level attention.

Of the four other institutions that seem now to have abandoned TQM after hopeful starts, three report facing unprecedented crises. Major deficits and prospective employee layoffs have captured top-level attention. One of these colleges said TQM was "on hold" while it dealt with a fiscal crisis. Another reported that reduced budgets had left "absolutely no slack in the system," implying that TQM implementation would require resources and time that no longer exist. The vice president of the third institution said it was "taking a breather from TQM" to focus on larger problems.

Interestingly, the fourth institution, which declared "formal implementation of TQM has stopped," reported that TQM had been replaced as a priority by "multiculturalism." A senior officer saw this new thrust as still another "vehicle" to move the institution "forward" in a progressive direction.

Two of the five remaining institutions are implementing TQM, but only in administrative offices. Two other universities report TQM implementation in both a few administrative units and academic areas, notably in business/management. All four institutions could name several exciting pilot projects and report clear progress in using TQM to improve operations within particular units. None of these four yet claims that TQM has captured the culture of the institution or the heart of its president. At best, TQM implementation in these four colleges has occurred in selective units in which there is a devoted champion of continuous quality improvement.

In the tenth college, TQM has strong support from the president and several business administration faculty leaders and is being implemented, at least to some degree, in most major divisions. This is Babson College, which in 1992 already had taken steps to institutionalize TQM. Babson is proud of its leadership in this area and reports that it is now "managing by fact instead of by intuition and anecdote." Quality is being "ingrained" into the culture of the institution: "Good enough isn't good enough anymore."

Which organizational units are employing TQM?

I found examples in all ten institutions of particular administrative offices employing TQM, at least to a degree. The most common office sites were in business operations, management information, and human resources/training. A few institutions reported examples in admissions and financial aid, focusing on student-related services. One institution has its alumni office, and another its development office, pursuing TQM.

On the academic side, all business management schools or departments report doing something with regard to TQM. Two of the ten institutions are, in fact, specialized business schools; five others have such schools within the larger institution. In each of the seven, the business/management unit is the primary or exclusive TQM user in the academic area. Why might this be so? One explanation is the closeness of business schools to the corporate world, which has been implementing TQM for more than a decade. Business school fac-

ulty feel the need to prepare their students to use quality principles and tools in future employment.

The only other academic departments/schools that are using TQM are in engineering units and a few professional schools at the graduate level. There was only one instance of other academic units or liberal arts faculty using TQM . . . a circumstance unchanged from the previous study.

What are the sources of opposition or obstacles to the use of TQM?

The most common response to this question, from administrators, is "faculty," or in the case of specialized business schools, "liberal arts." Senior administrators at a few institutions spoke almost derisively about faculty. One declared: "Faculty will never agree on who the customer is." He said he believes that "TQM is antithetical to the university model," because it gives power to customers, which faculty do not want. Academics are "not entrepreneurially oriented," complained the business vice president at another college: "Maybe if they have no raises for a couple of years, they'll do something." Several administrators observed that faculty are skeptical, seeing TQM as a "new gimmick" or the "latest fad," and claiming they are already pursuing excellence. The chief academic officers at a number of campuses reflected these faculty concerns and were hesitant to jump on the TQM bandwagon.

What are examples of TQM in use in both administrative and academic settings at your institution?

Administrative. Most institutions offered administrative examples, which illustrate clear parallels with the business world. Such examples include these:

- extensive surveying of copy center users three times a year to aid in improving service;
- sitting down with finance department customers to explain operations and receive feedback;
- recommending changes in overnight-stay programs for prospective students to increase their acceptance rate;
- creating a TQM team that dramatically reduced book jacket errors.

Academic. Academic examples are more interesting because they address areas where education differs from ordinary business processes. Curriculum development and classroom instruction are two such components that distinguish education from other endeavors, and they are the traditional province of faculty, not administrators.

The fourth institution, which declared "formal implementation of TQM has stopped," reported that TQM had been replaced as a priority by "multiculturalism."

In the study, I heard several impressive examples of how TQM is being employed to revise curricula in business schools:

- In August 1993, Babson College invited its constituents, including faculty, parents, students, businesspeople, and alums, to a three-day retreat to examine its specialized undergraduate business curriculum. A third of the faculty attended. Customer data from current and prospective students and from employer surveys (including critical comments) were published for all to examine. Task forces have been set up to address particular concerns and begin an undergraduate curriculum overhaul.
- Another business school developed a radically revised curriculum after conducting focus groups of employers. This institution feels that increased competition forces it to "concentrate on responding to customer needs." An employer feedback group will be established when the first students complete the new curriculum, ensuring an "external feedback loop." Faculty now are discussing development of exit competencies.
- A third management school has as a goal "to continuously improve all products and services so as to represent the highest quality," with an emphasis on teaching quality. A committee of students and faculty revised the student course evaluation forms to get more specific input from students. Student evaluation results are reviewed annually with each faculty member, and the contracts of faculty who receive unsatisfactory evaluations from students are not renewed. This school also has added a course on TQM to its curriculum.

Perhaps the most interesting area for TQM consideration is actual classroom instruction. Here, too, the number of approaches to and examples of TQM applications is growing, with the emphasis on receiving feedback from students. The "one-minute paper" promoted by K. Patricia Cross is the most commonly cited formal feedback mechanism.

Many faculty who accept student input about instructional delivery draw the line at accepting students' input on grading. But contrary examples do exist:

- A faculty member at a business school wants to eliminate "scrap and re-work," a TQM term from manufacturing engineering. He allows students to re-take tests to demonstrate subject-matter mastery.
- One faculty member leads a collective discussion of grades in class and establishes "threshold criteria" of material mastery, rather than grades.
- Another uses team-grading in a statistics class, basing the grade for all team members on the "worst performer." Students object, but he counters, "That's part of life; if you can't get your team working, you're going to have a tough time."

There were several other interesting academic examples. One academic administrator reported that training faculty volunteers in TQM-like meeting facilitation greatly improved the effectiveness of faculty meetings. This same administrator has initiated a system of upward feedback in the academic hierarchy, having faculty evaluate department

chairs, the chairs review the deans, and so on. He uses a simple form that asks three questions: "What should I start doing? What should I stop doing? What should I continue doing?" He also has revised the faculty workload measurement system, providing teaching credits for faculty who prepare new courses or teach writing-intensive classes.

What is your concept/definition of TQM? What TQM tools have you employed?

Conceptions of just what TQM is have not sharpened since the previous round of visits in 1992. A number of institutions do not employ the term "total quality management" or even "continuous quality improvement." One university calls its efforts "process improvement," while another uses "service value improvement."

A focus on the customer is the only universally agreed-upon component. Most institutions distinguish between internal and external customers, but the debate about who exactly those customers might be — students? other administrative units? parents? society? employers? — is greater in the academic sector than in others. One professor declared that the "customer is not always right — even in business." One private college calls students its "$100,000 customers." People across the institutions believe TQM encompasses improved efficiency, teamwork, some degree of employee "empowerment" or participation, and greater use of data (fact) in managing.

Except for Babson and the two business graduate schools, the ten campuses' understanding and use of the tools of TQM, such as Pareto charts, fishbone diagrams, and so on, was either very elementary or nonexistent.

Across the ten, I again and again found people who believe that they are practicing total quality management but whose knowledge of the fuller concept is thin — or corrupted. One college vice president described TQM as "just good management principles," using committees and focusing on the customer. For him, the key question is, "How to get the juices flowing," i.e., how to motivate employees to come up with innovative solutions to problems. A senior manager at one university went so far as to say that TQM was "only an extension" of the "Vince Lombardi principles" found in Lee Iacocca's book, and defined TQM as "the golden rule." When asked about employing TQM tools, he replied, "You don't need it. Don't worry about getting too technical."

In the tenth college, TQM has strong support from the president and several business administration faculty leaders and is being implemented, at least to some degree, in most major divisions.

What has been the stance of your president toward TQM? Does your institution have a quality "council" or "coordinator"?

Babson College is the one institution where the president is actively involved in and a strong proponent of total quality management. The president arrived there a few years ago after many years as a vice chair of Xerox Corporation, which credits TQM with turning around the company's fortunes. At Babson, two codirectors of the college's Office of Quality, one full-time from the administrative ranks and one part-time from the faculty, report directly to the president on TQM developments. Their office has a separate budget and works with all units of the college in implementing TQM.

Babson's situation might not be unique, but it is certainly not typical. Most college presidents come from the academic ranks; they've heard about or been exposed superficially to TQM but have little or no actual experience with using it on a sustained basis. Beyond Babson, four other presidents of institutions in the study are considered "supportive" of TQM. One reportedly "uses TQM language" and is "genuinely for it." However, this CEO must deal with a "day-to-day crunch" and is reported to have little time for TQM. A second supportive president "listens to internal customers" and works to build consensus on issues; he was credited with launching new initiatives to improve relations with industry. A third supportive president has put TQM "on hold" as the institution confronts budgetary problems. The fourth president "may not use TQM terms" but is "committed to customer service."

Of the five remaining colleges, TQM did not fit the "president's style" or "organizational culture" in two institutions; in two others, vice presidents conceded that the president was not really committed to TQM; in the fifth, the president was not in the picture because TQM is considered pertinent only for administrative units under the executive vice president.

Despite the absence of serious presidential involvement in nine of the ten institutions, I found a good number of TQM proponents who advocate for and push quality in their particular administrative or academic units. In all instances where there was TQM progress, it could be traced directly to a campus champion who understood, studied, promoted, and implemented TQM. These champions tend to find one another, work collaboratively in training efforts, and share information and stories on quality.

In addition to Babson, three institutions reported having a quality council or steering committee. These implementation groups vary in role, activity level, and power. Two institutions report having "informal" quality committees. Only one institution besides Babson has a designated quality coordinator, but her other duties had increased to such an extent that she felt there was little or no time left for TQM; her proposed "Quality Plan" had been scaled back from even its modest recommendations. Within several institutions, people expressed a need for a designated quality coordinator or officer to ensure continued progress in implementing TQM.

Does TQM relate to the major issues facing your institution?

Seven of the ten institutions in this study currently are facing fiscal crises. Do they believe TQM can help? Is TQM apt for cost-cutting? There is no agreement on the issue.

One university official who is a strong TQM proponent observed that you cannot say, as some corporations have, that in implementing TQM "no one will lose their job." He stated emphatically that TQM "does and will" save money, that increased productivity and efficiency will have to mean fewer staff. This official sees cutting costs as a primary motivating factor in implementing TQM: "My boss [the vice president for administration] wouldn't be enthusiastic otherwise." He sees TQM leading to longer-term savings, even if the initial investment in time is greater.

Many TQM purists would argue against undertaking TQM primarily for cost-cutting. TQM's purpose, they say, is to improve customer satisfaction, and thereby market share and revenue; quality cannot be gained "on the cheap" and may actually require new, up-front investment.

More common in this study is the feeling that more drastic measures than TQM are needed to respond to the current budgetary crises. One vice president said, "TQM is the least of my problems," noting that budget-cutting does affect quality and that "bold new measures" are needed, "major restructuring." Another school decided to "put TQM on hold" while it completes cost-cutting — including staff layoffs and reductions in employee benefits — since the resulting low morale and increments of time spent carrying out the reductions are not considered a conducive climate for moving forward with TQM.

OBSERVATIONS & CONCLUSIONS

This report raises serious questions about the future of TQM (or CQI) in higher education. Much of the optimism about TQM expressed on these campuses last year now seems unwarranted, if not naive. Arguably, there is now some basis to the charge by TQM's early skeptics that it will go down as the latest management fad.

All ten schools have accomplished some project or improvement in the past year that a campus proponent attributes to continuous quality improvement. However, five of the ten institutions that last year were beginning their TQM journeys now no longer are going down that path. In four of the remaining institutions, TQM is being tried, with some clear examples of success, but in only two or three major organizational units, primarily in administrative and business departments. Only Babson College, a specialized business school, can legitimately claim to have established TQM in the culture of the institution. Such overall findings have to be disappointing to believers in total quality management.

Conceptions of just what TQM is have not sharpened since the previous round of visits in 1992. A number of institutions do not employ the term "total quality management" or even "continuous quality improvement."

Why has TQM not succeeded so far in most settings? Why has it worked in a few?

A number of reasons help explain why it has failed in several instances. One reason is the campuses' inadequate understanding of and training for TQM. TQM is more than just "effective management" or "common sense." Though it may be these, it is also a disciplined approach with special tools and ways of doing business that need to be learned and practiced.

A second reason is the particular culture of academic institutions. Although higher education faces a variety of crises, the average liberal arts faculty member apparently remains focused on the traditional roles of classroom teaching and scholarship. Faculty may have some awareness of the problems facing their institutions, but as a group they appear unready as yet to make major changes or try new approaches in response.

A third reason is that the initial interest in TQM often came from administrators responding to calls for tougher management that would address serious fiscal problems. But TQM is not a tool or approach designed to lower budget deficits. It has a broader purpose, the improvement of quality, and real gains in quality may cost more rather than less. In this sense, the setting aside of TQM for a while may indeed make sense.

On the positive side, TQM has led to a number of concrete administrative improvements in most of the institutions that tried it. More broadly, it also has led to a greater customer focus, awareness of processes, and to new questions about outcomes and data, all of which can be taken as favorable developments. On the administrative and academic sides, alike, the new vocabulary of "customer" has led to greater student-centeredness.

As I stated in my *Change* article, "Those supporting TQM consider it a long process that may take perhaps five to ten years to impact the culture of the organization and its ways of doing business." These ten colleges and universities now are completing, at most, their third year of engagement with quality. At the moment, half of them are no longer consciously pursuing TQM. Does this signal *fad* . . . or *phase*? ■

Note

David Entin's May/June 1993 *Change* article, "Boston: Less Than Meets the Eye," is available in AAHE's publication *TQM: Will It Work on Campus?*, along with six other articles on TQM reprinted from that special TQM issue of *Change*. The seven-article reprint (Item #CQ9302) costs $8 for AAHE members ($10 for non-members), plus $4 shipping. AAHE members may be invoiced; all other orders must be prepaid. Bulk discounts are available. For more information, contact AAHE Publications Orders at 202/293-6440 x11; fax 202/293-0073.

QUALITY FOR THE LONG HAUL

An interview with Dean Hubbard, of AAHE's Academic Quality Consortium

by Ted Marchese

MARCHESE: Dean, I know you've read David Entin's latest report. What's your reaction?

HUBBARD: I wasn't surprised by the mixed results he found in Boston. What did surprise me was his reaction to them, especially in light of what he said last year in his initial report, in *Change*. I dug it out, and let me read it to you, Ted: "Those supporting TQM consider it a long process that may take perhaps five to ten years to impact the culture of the organization and its ways of doing business." Having said that, he turns around and comes back to these colleges a year later and says about them: I can't find this radical change that I'd hoped for, therefore quality's not working.

That baffled me . . . the disconnect. I still think his original judgment is the right one: If you want to know which parts of this work, come back in ten years. The ten-year time frame certainly has been the case here, at Northwest Missouri State.

MARCHESE: Okay, what else?

HUBBARD: The second problem I have is with the study's apparent understanding of quality management. It seems to equate TQM with "tools and techniques." I think that's a very, very fundamental error. The quickest way to trivialize TQM on a campus is to start talking about fishbone diagrams and Pareto charts, rather than about the core values of the institution.

MARCHESE: But it is also possible to concoct romantic versions of quality management that omit any of the discipline its practice requires . . . maybe that was Entin's concern.

HUBBARD: I don't denigrate the value of tools and techniques. I do worry about "solutions" looking for problems.

Dean L. Hubbard is president of Northwest Missouri State University, 800 University Drive, Maryville, MO 64468-6001. Ted Marchese is vice president at the American Association for Higher Education.

MARCHESE: One of the vice presidents interviewed in the study is quoted, not favorably, as claiming that quality is nothing more than using committees, focusing on the customer, and motivating employees to come up with innovative solutions.

HUBBARD: Of course that's not the whole quality message. But it's a pretty good set of starting propositions. That vice president is talking values, which is the right idea.

Let me make one other observation about many of the views cited in the article. I think some of the administrators the two investigators talked to exhibit what I call a "pantry mentality" — you know, we go back into the pantry and pull out some sort of management gimmick to fix higher education.

It's a mentality we see all the time in this country, in industry, government, and in education, often as a way to dodge the harder, longer-term work that cultural change demands. It only breeds cynicism. And when TQM gets picked up by these same administrators as some thinly understood pantry item, of course it's greeted with cynicism, which will defeat it. That makes us all the more cynical, but *still* stuck for better answers.

MARCHESE: Which may have been there all along.

HUBBARD: Exactly. One more thing: I take strong exception to the claim of those administrators that faculty aren't willing to respond . . . that they'll never buy into quality-management ideas. Those administrators still think of quality as a worker problem, not a management problem. I note that in the one Boston school where the faculty did respond, where the institution really made gains, there was administrative leadership for quality.

Let me recall for you, Ted, that you saw this same syndrome in industry, where management in the auto companies, for example, always blamed poor quality on the workers, and in health care, where the administrators blamed physicians. In both cases, things changed only when managers looked themselves in the eye and got clearer about their own responsibility for quality.

MARCHESE: Well said, but at the same time you don't underestimate the sheer difficulty of changing cultures, whether in an auto plant or on campus?

HUBBARD: No, it's not easy, for a lot of reasons. For one, we have an academic culture that goes clear back to the Middle Ages, that focuses on individual autonomy but seldom on collective acts or what we now call teamwork.

CULTURE OF QUALITY

MARCHESE: Spend a minute here on your own experience at Northwest Missouri. You were the initiator, I take it.

HUBBARD: Yes, in a sense, but I got the conversation going here some ten years ago with a question, not a program. I remember that we were always hung up on some problem or another, and it struck me that the common thread across them was

that we didn't have what I came to call a "culture of quality" here. So I wrote a letter to the faculty.

In the letter, I asked them: What are the changes we need that would create a "culture of quality" on this campus? Then I explained I was using that expression because I wanted them to think about every part of the institution, not focus only on what goes on in the classroom as the only contributor to learning, and also because I believed that we'd never begin to continuously improve quality until we had a major cultural change.

Interestingly enough, people picked up on it right away. Many conversations later, we had a plan in place. That took to 1987.

MARCHESE: A plan for what? TQM?

HUBBARD: That's not where we started. We began by trying to figure out what, for ourselves, were some core values and concepts for undergraduate quality.

MARCHESE: Tell us what those were, Dean.

HUBBARD: We eventually developed seven. The first is that "quality education *is* talent development." Second, that "high expectations is a starting point for quality" . . . you don't get what you don't expect. Third, "learning is an active not a passive process." Four, "assessment must focus on the prevention of failure and the improvement of instructional processes, not ranking and sorting. Feedback must be frequent and timely."

Let me pause here, Ted, to state what I hope is obvious: that these are core values of higher education — you see the Wingspread "Seven Principles for Good Practice" running throughout — *and* they are precepts straight from TQM, and from the Baldrige criteria. We started with values important to us as educators, then looked to TQM as a set of ideas for building a culture that would get us there.

MARCHESE: Good, keep going.

HUBBARD: Our fifth value was more educationese, that "instruction should be holistic, connecting subject matter to the world of work while challenging students to utilize all levels of cognition." The sixth one looked toward curricula that would promote "sustained interaction and teamwork between students and faculty." Seven, "time on task is an important consideration when improving educational quality."

MARCHESE: Okay, these are clear enough, but how does quality management come into the picture?

HUBBARD: One approach developed by quality practitioners is that of benchmarking, the systematic attempt to identify "best practices" and to emulate or improve on them yourself. So our faculty, from a much longer list, developed some three dozen benchmarks for our academic program, sought out from other colleges and the literature the reigning best ideas, then set about trying to improve upon them. An example? Student writing, which is up 72 percent from before.

On another front, each of our individual academic programs now has a set of key quality indicators, self-developed but validated with its customers.

MARCHESE: Even the arts and sciences? . . .

HUBBARD: Every department did it. And most of our programs now have advisory councils, where they try to make sure that what they think people want is indeed what they want.

MARCHESE: . . . I'm thinking here of the Entin report — that arts and sciences faculty may be less inclined.

HUBBARD: I haven't sensed that. Believe it or not, our art department set the pace here in developing advanced-standing and assessment programs. In fact, one of our art professors bought me Peter Senge's *The Fifth Discipline* when it first came

A Snapshot of Northwest Missouri State

"The most visible and applauded result of the Culture of Quality program at Northwest has been cost savings through increased efficiency. . . . faculty salaries have risen at 150 percent of the CPI for the last ten years, equipment and operating budgets have been greatly enhanced, campus facilities are in top shape, and healthy reserves are now in place. . . .

"Academic changes have been equally profound, although not as dramatic. The most modern and extensive campus computer network in the nation links every faculty member and student by placing terminals in every office and residence hall room. Video, voice, and data are transmitted via this system. A Writing Across the Curriculum program has increased writing assignments 72 percent. A widely acclaimed undergraduate research program is in place. A Talent Development Center manages a comprehensive assessment program. . . .

"The most exciting current successes center on faculty teams working toward restructuring Northwest's general-education program into an entirely different format based upon TQM concepts of trust, empowerment, and accountability."

Who Else Is Doing CQI?

The summary above of Northwest Missouri State's "key successes" is part of a much longer "snapshot" of the institution's CQI efforts, contained in a new AAHE publication titled *25 Snapshots of a Movement*, to be released in mid-June 1994.

A product of AAHE's CQI Project, *25 Snapshots* profiles Northwest Missouri State and twenty-four other colleges and universities involved in the quality movement. Each profile addresses ten key areas: The Institution, Reasons for Embracing CQI, Getting Started, Strategic Framework, Obstacles, Key Successes, Academic Activity, Faculty Resistance to CQI, Next Steps, and Hindsight. The name and address of a contact person on each campus also is provided.

To order: A single copy of *25 Snapshots* is $13 for AAHE members, $15 for nonmembers, plus $4 UPS shipping. Orders for two or more copies, add $6 UPS. AAHE members may be invoiced; all other orders must be *prepaid*. For more, including information about express delivery and foreign shipping, call AAHE Publications Orders, at 202/293-6440, x11; fax 202/293-0073.

out. He brought it to the house, and said, "You're going to love this book. It's exactly what you're talking about."

MARCHESE: These kind of statements — "the arts and sciences departments . . ." or "faculty, in general, will never buy this" — become self-fulfilling prophesies.

HUBBARD: Absolutely. With faculty we started not with TQM but with a problem — how to improve quality — and with their own deep values. People go into teaching, Ted, because they enjoy seeing students learn and succeed. That's what this whole effort has been about.

MARCHESE: Dean, what about outside the academic area?

HUBBARD: Let me start by saying that the most important step we took was beginning with the faculty, because otherwise you'd see at Northwest Missouri what Entin saw in Boston and elsewhere today: people thinking that quality management is about improving the cafeteria service or maintenance.

I guess it was a year after the faculty's work was in motion that I met with the support staff in a town hall meeting and somebody raised a hand and said, "Why can't we be part of this culture of quality, too?" "Love to have you!" I said, and off they went. There have been spectacular changes, in the custodial and other areas. The improvements have been so welcome, and saved so much money, that they've deepened faculty support for the approach.

MARCHESE: You mention saving money, but Entin is correct, is he not, that the original point of TQM was not to cut expense but to enhance quality and thereby customer satisfaction, market share, and net income.

HUBBARD: True, and maybe we made a mistake, but we did in fact marry the quality effort to an attempt to cut expenses. All the internal reallocation of resources, the reduction of administrative overhead, the outsourcing, all these things were done under the canopy of the "culture of quality."

MARCHESE: You could, of course, have undertaken cost-cutting without a big quality focus.

HUBBARD: That's true, I suppose. But the quality focus provided, in my mind at least, an organizing principle. The theory gave me a level of comfort that in the end we'd be better off, not just weakened. You can go through retrenchment and cutbacks, cutting here and there without an idea for the future, and the whole institution ends up anemic with everybody mad at each other.

Legislators will give you money if they think you are good. We've gotten a lot of additional dollars from the Missouri legislature for our culture of quality . . . in a state that ranks 43rd or 47th in terms of funding for higher education.

Quality goals help you not only to retrench but to do so in ways that improve quality, not diminish it. If you know the goals are to flatten the organization, improve cycle time, create an atmosphere that empowers people, and so on, then those goals, not just a sense of who's weak, drive your decisions.

MARCHESE: It says something about people's perceptions of TQM that Entin's Boston respondents thought it had nothing to do with confronting financial stringency.

HUBBARD: Or with the *gaining* of resources. I mean, legislators will give you money if they think you are good. We've gotten a lot of additional dollars from the Missouri legislature for our culture of quality . . . in a state that ranks 43rd or 47th in terms of funding for higher education. More and more, people in the business and governmental sectors have come to know and value quality management. When they see a college with a systematic program to improve quality, it's a cause they want to back.

ARE WE INDISPENSABLE?

MARCHESE: Dean, to take you back to the Entin findings, I've been struck by the fact that in the corporate world, despite the imprecations of gurus and academics, most companies didn't get into quality until they absolutely had to. Same in health care; most hospitals undertook CQI only when their competitive environments demanded it.

Looking at these Boston-area institutions, I wonder if their sense of felt-need about all this remains low, and whether their more fundamental engagement with these ideas will have to await still-tougher times.

HUBBARD: How true. But, you know, quality is not going to go away. It's the best set of ideas we have for transforming our work, in education and out.

Where it never does catch on, then I'm afraid Jim March's observation may, indeed, come to pass. In a book edited by Lew Mayhew, March has a very clever essay, in which he starts off with a quote about how vital something is to society, and it is education, and the quote goes on and on, and at the end March says: In fact, this was written in England back in the 1700s, and I made one change, I took out the words *domestic servants* and substituted *educators*.

His point was: We may think we're absolutely indispensable just the way we are, but we're not. Unless we respond and adapt, we're history. As March describes it, when some "essential" societal element fails to meet the needs and expectations of the broader society, at first there's a period of extreme turmoil, then society begins to back away and look for alternative ways of accomplishing the function, then there's indifference and neglect, followed by funding declines, and new agents move in to meet those needs.

I don't have any difficulty seeing alternatives to us popping up, like Motorola University . . . as Motorola's president Bob Galvin has told me, the company's not spending all the money that it is on education and training for their health, it's because educators aren't doing it for them.

MARCHESE: Dean, thank you. ■

A RECOGNITION OF STUDENT PUBLIC SERVICE

Each year, Campus Compact presents the Howard R. Swearer Student Humanitarian Awards to five college students for their outstanding convictions and commitments to public service. Students are nominated for the award by the president of their institution, and the winners receive $1,500 each for their service project. The award is named after Howard R. Swearer, fifteenth president of Brown University, who believed that universities should be communities of compassionate people involved in serious intellectual pursuits but never divorced from the reality of their communities.

This year's awards were presented at a plenary session at AAHE's 1994 National Conference by **Dolores Cross,** president of Chicago State University, and **Frank Newman,** president of the Education Commission of the States. ■

Meghan McGrath, *Brown University,* worked with the Women's Center of Rhode Island to develop and support an advocacy network for battered women in family and divorce court. As a Brown University President's Community Service Fellow, McGrath surveyed these women, and the results of her survey led her to design a public symposium to raise awareness of battered women and a group independent study project to examine social and cultural solutions to domestic abuse in immigrant and refugee families.

L to R: McGrath, DeSurra, Newport, Spears, Robinson, Cross, and Newman

—Photograph by Robert Shivers

Desiree DeSurra, *University of California, Los Angeles,* cofounded Women in Support of Each Other (WISE), an effort to empower young Latina women, reduce the number of unplanned teen pregnancies, and provide resources that will enable young women to make education and career choices. WISE works with community organizations to provide speakers, workshops, counseling, and discussion groups on the realities of teen pregnancy and possible barriers facing young parents.

Liz Newport, *Centralia College,* initiated an individualized tutoring program for juvenile offenders; designed a model workshop for literacy tutors in the juvenile court system; and established SMART-Kids, a program that allows pregnant and parenting teens to become trained volunteer tutors to local elementary students and act as literacy advocates in the community. With college and community collaboration, she works to "promote career and educational options, engaging teens in responsible and challenging projects. The results are seen as teens develop a sense of social responsibility, advocacy, and active citizenship."

Nyasha Spears, *Grinnell College,* created a student organization dedicated to promoting highway safety through education. FEARLESS provides student-run workshops to educate people in the community about personal safety issues, researches highway safety legislation, and lobbies with other colleges and service groups for safety legislation. FEARLESS also has published a brochure on highway safety, sponsored car maintenance workshops, and hosted a conference for legislators and local citizens to discuss highway communication systems.

Marcus Robinson, *DePauw University,* has for three years led the Riverside Project, a mentoring project in which students from DePauw University act as role models to boys and girls at an inner city school in Indianapolis. He designed the project's curriculum, which focuses on respect for oneself, others, and society. Robinson also has created Brothers and Sisters Striving (BASS), an academic study and support group for African-American students at DePauw.

Campus Compact is a coalition of more than 400 college and university presidents committed to developing opportunities for public and community service in higher education and encouraging the integration of those experiences with academic study. The Compact's members promote civic participation through their own leadership and through the active involvement of their institutions in their communities. Campus Compact is a project of the Education Commission of the States.

For more, contact Campus Compact, Box 1975, Brown University, Providence, RI 02912; ph: 401/863-1119, e-mail: compact@brownvm.brown.edu ■

REMEMBERING THE G.I. BILL

By making a college education accessible *and virtually free,* the G.I. Bill changed everything for a whole generation.

by Brent Breedin

On the occasion of the fiftieth anniversary of the G.I. Bill, I am coordinating a national history project to recognize the impact and implications of the legislation.

In the history of American higher education, nothing before or since so rapidly transformed our campuses as did the G.I. Bill of Rights, signed into law by President Franklin D. Roosevelt on June 22, 1944. Not surprisingly, fifty years later most of the nation's people, even its educators, have little or no recollection of this landmark legislation and its implementation.

People under the age of 60 find it hard to recall that prior to World War II, college was limited to an elite 10 to 15 percent of the nation's college-age population. Within five years of the signing of the G.I. Bill, college enrollments more than doubled, with veteran attendance peaking at 1,158,000 in December 1947. The nation's degree production for the years 1949-52, averaging 443,580 degrees awarded annually, was more than double that of the best four years before the war (1939-42).

Brent Breedin has held campus responsibilities at Rice University and other higher education institutions, and he is former associate director of the ERIC Clearinghouse on Higher Education. As coordinator of the G.I. Bill 50th Anniversary Project, he can be reached at 1829 Senate Street #4C, Columbia, SC 29201-3837.

The G.I. Bill essentially democratized higher education in the United States. It proved to the nation's skeptics — including many of its educators — that college could benefit a much higher percentage of the nation's citizens. Educators learned, too, that mature students were good students, for veterans generally earned better grades than nonveterans. Studies also began to show that veteran students of modest economic means did better than students (veteran and nonveterans, alike) from more well-to-do families.

Good Return on Investment

With memories of the Depression fresh in mind, one of the G.I. Bill's objectives was to keep the returning veterans from joining the ranks of the unemployed. Education and job training was key. The new law provided millions of veterans with educational benefits in the form of federal funds paid directly to "approved"

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colleges and universities, other educational institutions, and job-training establishments for each veteran enrolled.

By 1950, some 40,800 educational institutions and 500,000 job-training establishments were on an approved list to receive these federal funds; they, in turn, certified the veterans to receive monthly stipends. Some problems in the massive program did occur, and a 1952 Congressional investigating committee was disturbed by tales of abuse and fly-by-night operators. With need for a Korean G.I. bill approaching, federal agencies decided to abandon the "approved list" scheme and instead to "recognize" accrediting bodies to act as the determiners for institutional eligibility . . . a system still in place today.

In spite of any abuses, we know from studies done a quarter-century or more ago that the G.I. Bill's costs were projected to be repaid as much as eight times over from the newly college-educated veterans, in the form of additional income taxes collected over and above what they would have paid had they possessed only high school educations. Further, a study of 1,000 G.I. Bill-educated veterans, then under the age of 46 and cited for their accomplishments in the 1960-61 *Who's Who in America*, reported that 20 percent of the group said that without the G.I. Bill they would not have continued their studies after World War II.

Of the 2.2 million World War II veterans who attended college with the help of the 1944 legislation, perhaps a million either would not have gone at all or would have stopped short of graduate and professional degrees. Today, these graduates reside in every community in the nation — one or two in tiny Podunk, and thousands in cities such as New York and Los Angeles. Most are between the ages of 65 and 75.

Given access to college by the G.I. Bill, they broadened their career goals from blue collar and clerical to white collar and professional, and they presumably served — and are mostly serving today, in retirement — their communities well in the process. Collectively, they grew up in the Great Depression, served their country in a war against evil, were rewarded with previously unknown educational opportunities, and parlayed all this into a multitude of success stories.

Of course, the biggest success story undoubtedly was higher education's. Veterans who had been squeezed into crowded and inadequate pre-World War II facilities and later found themselves serving in state legislatures or in Congress in the 1960s and 1970s — success they attributed to their G.I. Bill educations — were most generous in support of both public and private institutions. By 1970-71, state appropriations to public higher education had increased more than 45 times over the best pre-war year of 1939-40: from $145 million to $7 billion. Private institutions, competing with sophisticated fund raising, planning, and marketing, also blossomed. The resulting higher education system became the envy of the world. In the 1950s and 1960s, one heard that system proudly referred to as "our cathedrals," in reference to Europe's finest structures.

—UPI Bettmann

President Roosevelt signs the G.I. Bill of Rights

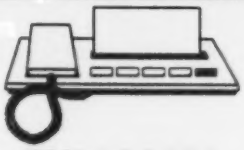
A 50th Anniversary Project

On the occasion of the fiftieth anniversary of the G.I. Bill, I am coordinating a national history project to recognize the impact and implications of the legislation.

One objective of the project is to increase public awareness of the important benefits that came to veterans and their communities; this will be achieved by generating media coverage based on interviews with the veterans themselves. Another objective is to encourage educators to take a second look at the results of the original G.I. Bill and its successor bills, plus various scholarship programs created during the past forty years. Perhaps the stories of how influential the generous benefits and full scholarships of the 1944 bill were to veterans' continuing their studies will bring about more creative approaches in support of financial aid to young people today.

Among the project's first activities is to collect and catalog the stories of such veterans, eventually finding a depository for them at an appropriate site, for the benefit of future research on the G.I. Bill and post-World War II America. Readers who want to contribute information about the impact of the G.I. Bill on their lives, particularly its educational benefits, are invited to contact me. ■

AAHE NEWS



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AAHE Assessment Forum

Conference Speakers Added

AAHE is pleased to announce that the following speakers have been added to the program of its 9th Annual Assessment & Quality Conference, to be held *June 12-15, 1994, in Washington, DC:*

Lapointe

• **Archie Lapointe,** executive director, Center for Assessment of Educational Progress, Educational Testing Service, will discuss the lessons higher education can learn from the National Adult Literacy Survey. This survey produced distressing results regarding the performance levels of college graduates and individuals with graduate degrees.

Blake

• **J. Herman Blake, Barbara Hetrick,** and **Clifford Adelman,** members of the National Institute of Education panel that wrote *Involvement in Learning,* will discuss the impact of that 1984 report, address its unfinished agendas, and assess the needs of higher education in the 1990s.

Cannon

• **Steve Spangel,** of the North Central Association of Colleges and Schools, will lead a two-hour work session on accreditation and assessment plans for the North Central region.

• **Delinda Cannon,** educational consultant and editor of *I.E. in Focus,* will lead a 2½-hour Wednesday Morning Special that will address assessment in community colleges.

If you are interested in attending the conference but have not received a conference preview or registration materials, please contact Elizabeth Brooks, project assistant, AAHE Assessment Forum, at 202/293-6440, x21.

AAHE Forum on Faculty Roles & Rewards

Regional Conference

To broaden the national conversation on faculty roles and the reward system, AAHE is cosponsoring a Midwest regional conference on faculty roles and rewards with the University of Wisconsin System and the Wisconsin Association of Independent Colleges and Universities. Coordinated by the UW System's Undergraduate Teaching Improvement Council, the conference will be held in *Madison, Wisconsin, October 28-29, 1994.* Faculty and administrators from institutions across the Midwest are encouraged to attend.

This is one of a series of regional events cosponsored by AAHE's Forum on Faculty Roles & Rewards.

The conference will focus on the broad, integrative notions of scholarship proposed by Ernest Boyer, Eugene Rice, and others; suggestions for implementing these new paradigms in faculty members' everyday lives, as well as throughout their careers; faculty obligations to their departments, institutions, and disciplines; the roles of departments, institutions, and broader scholarly communities in shaping faculty cultures and expectations; the assessment of faculty work, particularly teaching; and the exploration of change as a process — especially the relationships among individual, institutional, and societal change in the context of higher education. Sessions will emphasize practical models and hands-on approaches to implementing change.

Presenters will include **Ernest Boyer, Lee Shulman, Eugene**

continued on p. 16

continued from p. 14

Rice, Patricia Hutchings, Larry Braskamp, William Cerbin, Deborah DeZure, Alan Knox, Robert Menges, James Rhem, Tim Riordan, Dan Wheeler, and others.

The conference registration fee will be approximately $130, which includes lodging, meals, and materials. Institutions are encouraged to send teams of faculty and administrators. For program information, contact Susan Kahn, Undergraduate Teaching Improvement Council, 1664 Van Hise Hall, 1220 Linden Drive, Madison, WI 53706; fax 608/263-2046. For registration information, contact Pat Gaitan, Wisconsin Center, 702 Langdon Street, Madison, WI 53706; fax 608/262-8516.

National Office

Board Election Ballots Deadline!

This year, AAHE members have the privilege of selecting four new board members, who will help choose future National Conference themes, set policy, and otherwise guide AAHE for the next four years. Candidate biographies and ballots for AAHE's 1994 Board of Directors election were mailed to all members in mid-May. To be counted, your ballot must be postmarked by *June 15, 1994*. Election results will be announced in the September *Bulletin*.

The Education Trust

Insert: Conference Call for Proposals

This issue of the *Bulletin* contains the Call for Proposals for AAHE's 1994 National Conference on School/College Collaboration. The submission deadline is *July 1, 1994*.

AAHE Caucuses

Mexico Tour Postponed

The AAHE Hispanic Caucus Study Tour to Guadalajara, Mexico, originally scheduled for July 31-August 7, 1994, has been postponed. Alternative dates currently are under consideration. If you are interested in receiving more information on the Study Tour, please contact Brian Harward at AAHE at 202/293-6440, x53. ■

AAHE in Action

1994 AAHE Conference on Assessment & Quality. Washington, DC. *June 12-15, 1994.*

Collaborative Learning Conference. Cosponsored by NCTLA and AAHE. See February *Bulletin* "AAHE News" for details. State College, PA. *June 25-27, 1994.*

"Improving Teaching Through Reflective Practice" Conference. Cosponsored by Pace University and AAHE. See February *Bulletin* "AAHE News" for details. Vancouver, British Columbia. *July 20-23, 1994.*

Midwest Regional Faculty Roles & Rewards Conference. Cosponsored by AAHE's Forum on Faculty Roles & Rewards, the University of Wisconsin System, and the Wisconsin Association of Independent Colleges and Universities. See May *Bulletin* "AAHE News" for details. Madison, WI. *October 28-29, 1994.*

Fifth National Conference on School/College Collaboration. Washington, DC. *November 17-20, 1994.*

Third AAHE Conference on Faculty Roles & Rewards. Phoenix, AZ. *January 19-22, 1995.*

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AAHE members receive free the *AAHE Bulletin* (ten issues/year) and *Change* magazine (six issues/year); discounts on conference registration and publications; special rates on selected non-AAHE subscriptions; Hertz car rental discounts; and more. To join, complete this form and send it to AAHE, One Dupont Circle, Suite 360, Washington, DC 20036-1110.

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Bulletin Board

by Ted Marchese

Welcome back for news of AAHE members (names in **bold**) doing interesting things, plus news of note . . . fax, mail, or phone me items, this is your column.

PEOPLE: Let me start by congratulating my friend and *Change* co-editor **Art Levine** on his appointment to the presidency of Teachers College, Columbia University . . . the April 28th announcement has Art making the move (from Harvard) to TC on July 1st . . . **Mike Timpane,** TC's president for the past ten years, is off to Princeton for a term as VP of the Carnegie Foundation for the Advancement of Teaching . . . Art and Mike are former AAHE Board members. . . . Another active AAHE member, VPAA **Stephen Portch** of the Wisconsin system, moving to Atlanta as chancellor of the Georgia system. . . . Penn State scholar **Bill Tierney** accepts call to become director of Southern Cal's Center for Higher Education Policy Studies. . . . **Russ Warren** tells his board that he'll step down this summer from the presidency of Northeast Missouri State . . . **Charles McClain,** who moved from that post to head Missouri's higher-ed coordinating board, accepts gubernatorial persuasion to put off his retirement for another year. . . . Speaking of moves, the entire staff of the North Central Association relocates to larger digs this month, at 30 North LaSalle, Chicago 60602. . . . Our Teaching Initiative's senior associate **Parker Palmer** completes a year at Berea May 20th . . . you can now reach Parker back in Wisconsin, at Box 55063, Madison 53705.

Forsyth

Perlman

HIGH TECH: Loved that article in the May 11th *Chronicle* on office-mate **Steve Gilbert** . . . he wants to reinvite members to a debate on his LISTSERV (address: AAHESGIT) about whether technology tends to *individualize* or *standardize* teaching. . . . There's been lots of e-mail about that "Bill of Rights and Responsibilities for Electronic Learners" in the March/April *Change* . . . project leader **Frank Connolly** of American U. reminds readers that "the published statement is a starting point for campus policy, not a take-it-or-leave-it statement."

MORE PEOPLE: Althia deGraft-Johnson, my host on a recent visit to Mankato State, is now the VPAA at United States International U. in San Diego. . . . Enjoyed a recent visit with Bro. **Louis DeThomasis,** the dynamic president of St. Mary's College of Minnesota . . . he's helped create a high-tech "virtual educational enterprise" in Winona that includes the state's math & science academy, a parochial high school, an Institute for Effective Teaching, plus work with the public schools. . . . AU's former provost **Milton Greenberg** is serving a May-June stint here in the office as visiting scholar with our Forum on Faculty Roles & Rewards. . . . ACE's **Suzanne Forsyth** is the newly elected president of the National Association for Women in Education (NAWE). . . . Finally, on a less happy note, **Dan Perlman** succumbed to cancer March 30th, at the age of 59 . . . Dan had successful presidencies at Suffolk and Webster.

CHANGE: This year's EdPress national awards contest for education writing drew 1,500 entries, everybody from *Newsweek* to *National Geographic* and, to our delight, *Change* nabbed two major prizes: best article — for "Good Talk About Good Teaching," by **Parker Palmer** (Nov/Dec '93) . . . and best theme issue — for "Students of the '90s," edited by **Art Levine** (Sept/Oct '93). . . . Hurray!

SERVICE-LEARNING: The topic is hot, and more than 430 colleges sent in applications for the initial round of Corporation for National and Community Service grants . . . some 108 readers (many of them AAHE members) were in town the first week of May to review the proposals . . . $10 million is set aside for higher-ed programs. . . . At our National Conference last March, I learned that the Campus Compact, which started out with a handful of schools, now has 450 member institutions . . . **Nancy Rhodes** heads that organization, headquartered at Brown. . . . Also at the conference, I heard a wonderful story from VP **Eilene Bertsch** that you'd love to see repeated: to commemorate its 30th anniversary, the students, faculty, staff, and alums of Sacred Heart U. committed themselves to 30,000 hours of community service, a goal they met and passed in April.

AT AAHE: The Board paid fond and admiring farewell April 29th to three members whose terms expire this summer: Western Michigan's **Lisa Baker,** South Carolina's **John Gardner,** and Texas A&M's **David Sanchez.** . . . You'll receive your Board-elections ballot shortly . . . there are wonderful candidates, so give it thought and cast that ballot. . . . My colleagues **Karl Schilling** and **Monica Manning** have outdone themselves in putting together our Assessment & Quality Conference, June 12-15 here in Washington . . . the program now lists more than 100 sessions on assessment and 65 on TQM/CQI . . . hope I have a chance to see you there! ■

B U L L E T I Ñ

THE 1994 NATIONAL CONFERENCE

Tom Angelo

"From *Faculty* Development to *Academic* Development"

Eli Segal

"The Campus and National Service: Mutual Initiatives"

Norma Cantu'

"Civil Rights in the 1990s" The Tenth Tomas Rivera Lecture

INSERT:
ROLES & REWARDS
CALL FOR PROPOSALS

AAHE NEWS

BULLETIN BOARD
by Ted Marchese

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In this issue:

As is AAHE's tradition, this last issue of the publishing year offers you a sampling of presentations from this spring's National Conference on Higher Education, our flagship convening and the event that most captures AAHE's spirit.

Our lead feature is by Tom Angelo, a favorite of *Bulletin* readers and conference-goers alike. The article beginning on the opposite page was adapted from his Chicago session (#83), which he delivered to high attendance. His last appearance in the *Bulletin* (another conference session adaptation) was April 1993, entitled "A 'Teacher's Dozen': Fourteen General, Research-Based Principles for Improving Higher Learning in Our Classrooms." We've received numerous requests to reprint that article; we believe this latest Angelo contribution will be just as useful.

As always, most of the National Conference sessions — including Angelo's, and the Norma Cantú (#77) and Eli Segal (#52) sessions adapted elsewhere in this issue — are available on audiotape from Mobiltape Company, Inc. For more about tape sales, see "AAHE News" in this issue.

See you in September.

—BP

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AAHE BULLETIN
June 1994/Volume 46/Number 10

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FROM *FACULTY* DEVELOPMENT TO *ACADEMIC* DEVELOPMENT

by Thomas Anthony Angelo

If your work involves the improvement of undergraduate education, there's never been a more promising time than now. At last, after a decade of criticism and calls for reform, almost everyone seems convinced that higher education really does need improving, and that, in the words of President Clinton, "we can do better."

Within the ranks of AAHE, for example, academic reformers are everywhere. Some are redesigning faculty evaluation and reward systems, reinventing accreditation, or refining assessment; others are promoting cooperative learning and reflective teaching, discovering new uses for technology, or fostering academic partnerships.

But all this heady innovation won't result in lasting improvement unless it helps individual teachers and students do better. To make that happen, we'll need thousands of local change agents, what I call *academic developers* — professionals knowledgeable about and skilled at improving teaching and learning. And we'll need a new agenda for their task — to transform teaching and learning improvement.

Good News, Bad News

The good news is that over the past two decades, faculty-development programs have become increasingly accepted and widespread throughout higher education. The best estimates suggest that at least a third of all U.S. colleges and universities now have some form of organized faculty development. The bad news is that, despite this tremendous growth in activity, there is little evidence yet of its effectiveness in improving teaching and learning.

Thomas Anthony Angelo is director of the Academic Development Center at Boston College, 140 Commonwealth Avenue, Chestnut Hill, MA 02167-3810.

Why, when the interest in faculty development is strong, are its impacts often less than impressive? As Maxwell and Kazlauskas (1992) put it:

> These [faculty-development] programs . . . muster only moderate or even little participation, often are relatively ineffective, and have particularly little impact on those who most need to improve their teaching (p. 352).

Indeed, survey research and my own talks with practitioners suggest that most campus-wide instructional-improvement programs suffer to some degree from the very problems noted above. That is, first, a relatively small percentage of faculty take advantage of the programs; second, those faculty who do participate are often the ones who seem to need them least; and third, most faculty-development efforts seem to result in little if any measurable, long-term improvement in teaching and learning.

"Additive" Limits

College and university faculty overwhelmingly view teaching as their primary role. If we assume that most faculty members are motivated to teach well, why do so few participate in the new programs? "Lack of time" is the most common reason faculty give, but that response simply begs the question of priorities.

Studies show that many college teachers, especially novice ones, invest great amounts of time, on their own, trying to improve their courses and teaching (Boice, 1992). Why do so few of them choose to become involved in organized efforts on campus? And why does faculty development so often fail to achieve measurable success with those faculty who do participate?

Some answers to these questions can be found in the model of learning implicit in most faculty-development efforts. It is a quantitative, "additive" model. That is, its underlying assumption is that by participating in a number of faculty-development activ-

ities — regardless of their content or coherence — teachers will somehow improve. In this model, what matters most is the quantity of participation, not its quality.

Additive faculty-development programs often encourage or require teachers to earn a given number of "credits" for faculty/staff development during the year. Faculty typically accrue these credits by selecting from a smorgasbord of workshops, lectures, seminars, field trips, and individual projects on topics ranging from syllabus design or teaching tips to stress reduction or dressing for success. In such programs, which often are stipulated in faculty contracts, little attempt is made to forge connections or achieve coherence. This scattershot, additive approach to learning is, unfortunately, a familiar one, since it is so like the smorgasbord of course requirements students face in many colleges.

Seven Barriers

One major reason why many faculty-development programs fail to make much impact on teaching and learning is that they involve too few faculty. But why? A plausible explanation is that most teaching-improvement programs contain barriers to participation unwittingly built in. Some of these barriers spring directly from the additive model of learning; others are psychological or logistical. Individually and in concert, these barriers serve as "disincentives," discouraging teachers from investing time and effort by lowering the expected benefits of participation, raising the expected costs, or both.

To actively involve a greater percentage of the faculty in improving teaching and learning, academic developers must recognize and remove, or at least lower, seven common barriers:

1. Most faculty-development efforts focus primarily on improving teaching — and only secondarily, if at all, on improving learning.

Most faculty-development efforts emphasize the improvement of teaching and focus on changing the faculty member's knowledge, skills, attitudes, and behaviors. While improving teaching is one way to improve student learning, and a potentially powerful one, it is hardly the only one. For example, a program to help faculty help their students develop more effective study skills and strategies might be a more direct, productive route to improved learning.

A by-product of a teacher-centered focus is the conception of "good teaching" as an end in itself and "deficient faculty" as the problem. Focusing on teaching and teachers, rather than on learning and learners, can inadvertently leave faculty feeling threatened about their status and professional autonomy. Some faculty see participation in faculty-development programs as a tacit admission of inadequacy or failure, or at least as a sign that they lack self-confidence in their teaching performance. For other faculty — who, as is typical, develop and teach courses entirely on their own — participation in programs that involve videotaping, observation by faculty developers or peers, team projects, or even discussions with other faculty can threaten their sense of professional autonomy and control over the classroom.

2. Many programs try to "develop" faculty, rather than helping them become truly self-developing.

Rather than helping faculty develop self-awareness as teachers and the higher-order skills they need to diagnose and improve both their own teaching and their students' learning, many faculty-development programs simply dispense information and techniques. To slightly alter the famous adage, such a focus gives the faculty fishsticks, rather than teaching them how to fish. Thus, additive approaches limit faculty development to relatively trivial, short-term outcomes, at best.

3. Many programs do not recognize the importance of discipline-specific "ways of knowing," teaching, and learning.

Faculty-development programs often fail to take into account the discipline-specific nature of college teaching and of faculty thinking. The skills and knowledge students must master to succeed differ greatly from field to field. As a consequence, college faculty develop their ways of knowing, learning, and teaching within a disciplinary framework;

Studies show that many college teachers, especially novice ones, invest great amounts of time, on their own, trying to improve their courses and teaching. Why do so few of them choose to become involved in organized efforts on campus? And why does faculty development so often fail to achieve measurable success with those faculty who do participate?

the intellectual "world view" of a biologist is likely to be quite different from that of a specialist in English literature, a psychologist, or even a chemist. A 1990 survey showed that faculty instructional goals differ more by academic discipline than by type of institution, gender, age, or race (Angelo and Cross, 1993).

Given the differences between disciplines, it's not surprising that many faculty are skeptical of the idea that some "developer" from outside their discipline can understand its specific teaching and learning issues. Even those faculty who avidly participate in faculty development often have trouble understanding the relevance of teaching innovations or suggestions from disciplines other than their own. This difficulty often arises because general ideas about teaching aren't translated into discipline-specific terms and concepts that a teacher of a particular course can act upon. (Such translations are most powerful and convincing

when faculty make them for themselves, often by identifying analogous issues within their own experiences.) In other cases, what works well in general sometimes will not work at all in a specific setting.

4. Many college teachers fail to recognize the need for and potential usefulness of faculty-development activities in their own teaching.

This barrier arises primarily from faculty members' lack of awareness of how well they are doing. Indeed, most faculty think they are doing a better job teaching than they probably are — a factor that reduces their felt need for assistance. In their survey of nearly 300 college and university teachers, for example, Blackburn et al. (1980) found that 92 percent believed their own teaching was above-average . . . evoking Garrison Keillor's Lake Woebegone, a place where all the women are strong, all the men are good-looking, and all the children are above-average.

Faculty tend to overestimate their teaching effectiveness not because of immodesty but for lack of specific, accurate information on how well (or how poorly) their students are learning. They also lack a comparative perspective, since faculty rarely observe their colleagues' teaching.

Most college teachers have had little or no formal training in assessing student learning or in diagnosing teaching or learning problems, nor have they the habit of productively discussing such matters with their colleagues. Not surprisingly, then, they fail to "see" the problems their students have learning course material.

The above is relevant because research on student evaluations indicates that the faculty most likely to change in response to feedback are those whose student ratings are lower than their self-ratings (Levinson-Rose and Menges, 1981, pp. 417-420). Similarly, gaps between expected and received feedback seem to motivate faculty who use Classroom Assessment to change their teaching. Until teachers can "see" the problems and gaps for themselves — which is not at all the same as having them pointed out by others — there is little use in trying to interest faculty in potential solutions.

5. Many programs fail to capitalize effectively on faculty motivation.

Simply lowering barriers and removing disincentives is not enough to ensure broader participation; a campus has to increase the incentives for engaging in faculty development.

By their very choice of vocation, college faculty indicate that they are not likely to be highly motivated by extrinsic rewards (McKeachie, 1979). When college and university teachers do get involved in organized faculty development, they tend to be motivated most by intrinsic factors: professional pride, intellectual challenge, the fulfillment that comes from helping students learn.

This does not mean that money and recognition cannot motivate faculty; they obviously can and do. But in terms of their power to change teaching behaviors and improve learning, extrinsic rewards probably have little long-term effect. It's not necessarily a bad idea, for example, to provide outstanding teachers with public praise and cash awards, but the practice seldom prompts either the winners or their colleagues to teach better once the plaques and checks are handed out. Under most circumstances, it is equally unlikely that awarding faculty release time from teaching will, in and of itself, improve their classroom performance.

Even when faculty are self-aware and motivated to improve their teaching, the generic nature of many faculty-development workshops often doesn't respond to a given teacher's highly personal and specific needs. Faculty needs are often problem-centered, while faculty-development programs typically are topic-centered. Even when discussion or training sessions are explicitly problem-centered, it is usually the faculty developer who has defined the problem, not the faculty. Understandably, many faculty won't invest time and energy in programs not directly related to their immediate, very specific teaching needs.

6. Many programs are perceived to lack intellectual substance.

To interest teachers, many faculty-development programs search for "new and different" topics, themes, or speakers to highlight each year. This gives faculty the (sometimes accurate) impression that faculty development is faddish and superficial, "content-lite" or "content-free," or merely trendy.

Good research on teaching and learning *does* exist, and some faculty-development activities are solidly grounded in it. Too often, however, the faculty who are asked to participate are not made aware of the scholarship behind the innovations being proposed. Only intellectually credible programs are likely to convince the majority of faculty members to reconsider their deep-rooted teaching attitudes and behaviors.

7. Many programs are not planned and organized for success.

Many campus programs lack the planning, leadership, support, and long-term follow-through necessary to improve teaching and learning. The dispositions, attitudes, and habits that guide teaching behavior develop over many years, beginning with the future teacher's college experiences, or even before. Consequently, any program that seeks to change teaching behavior must be for the long term.

On many campuses, however, leadership for staff/faculty development is a part-time position, often held by a different person each year or two. This approach, while seemingly inexpensive and democratic, makes it almost impossible to achieve coherence and continuity. And while faculty will react against new structures or "leadership" imposed on their teaching from outside, they know well enough not to take short-term, unstructured, inexpert activities seriously. They are more apt to respect well-planned, well-organized, well-led enterprises.

Faculty-development programs

also can undercut their effectiveness by failing to invest sufficiently in follow-up and ongoing support for long-term efforts, choosing instead to offer a large number of less-demanding one-shot or short-term options. Research on effective faculty development suggests that a few well-organized, long-term efforts are a better investment, if change is the goal (Levinson-Rose and Menges, 1981, p. 419).

Transformative Academic Development

To this point, I have asserted that most faculty-development programs are based on an "additive" view of learning, and that they contain several self-imposed barriers to effectiveness. To overcome these, college and universities need to adopt a *transformative* model of learning — one in which the *quality* of learning matters most. And they need to adopt a transformative *academic development* agenda.

There are three ways in which the focus I'm recommending would represent a significant change from current practice. First, a transformative agenda would focus directly on helping faculty help their *students* improve learning, and only indirectly on improving teaching. Second, it would promote faculty and student self-awareness, self-assessment, and self-improvement. And third, it would help faculty understand how "traditional" research on teaching and learning — and Classroom Research and Assessment — might be applied to their particular courses and students.

Within that context, the challenge is to overcome or lower the seven barriers I mentioned above, by shifting the focus of faculty-development efforts. Such shifts should help academic developers increase both the quantity and quality of faculty participation, and thereby improve teaching and learning.

1. Shift the focus from improving teaching to improving learning. *Shift from placing faculty's teaching interests first to considering students' learning needs first. Shift from trying to make teachers better performers to helping faculty help students perform better.*

By focusing programs directly on improving student learning, academic developers can avoid or lower many of the barriers discussed above. Making improved learning the goal of instructional development focuses *everyone's* attention on the desired outcome and encourages a wider range of approaches to achieve that goal. A focus on learning can bring together administrators, student affairs personnel, faculty, and students in a common enterprise — rather than singling out faculty for "development." It can lower the likelihood that faculty will feel their status and autonomy threatened; and it can encourage students to accept more responsibility for the out-

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comes of their classroom experiences.

2. Shift the focus from providing answers to helping define questions. *Shift from providing general solutions to helping faculty discover, define, and respond to the specific questions and problems in their classrooms.*

Programs can promote self-awareness by encouraging and assisting faculty to become skilled observers of their own teaching and assessors of its effects on student learning. To develop these skills, programs should offer practical, ongoing training, support, and consultation for teachers who are interested in learning how to assess and improve student learning.

3. Shift the focus from the general to the specific. *Shift from treating faculty as program consumers to encouraging them to be creators of knowledge about teaching and learning. Shift from offering faculty general teaching tips to helping them to tease out the implications and applications of research for their specific courses and students.*

Respect discipline-specific ways of knowing by recognizing faculty members as potential "experts" on teaching and learning in their fields. Encourage faculty to adapt and apply the discipline-specific research skills they already have to studying and improving learning in their own classrooms. Capitalize on shared "world views" by organizing project working groups along disciplinary and departmental lines.

4. Shift the focus from individuals to communities. *Shift from assisting isolated individual faculty members to assisting faculty as members of departmental, program, and institutional teaching-learning communities. Shift from considering the needs only of certain groups within the faculty — such as full-time, tenured teachers — to engaging the entire community in helping one another.*

Build in personal investment by helping individual faculty define and pursue questions they want to address, but help faculty connect those individual concerns to the larger departmental or institutional agenda. Provide ways for faculty to engage in individual and collaborative learning-improvement efforts. Respect faculty autonomy by encouraging faculty ownership of learning-improvement programs. Let faculty participants in each program determine the appropriate level of administrative involvement and support. Involve part-time and full-time, novice and veteran faculty.

5. Shift the focus from extrinsic to intrinsic motivations. *Shift from appealing primarily to short-term, extrinsic motivations to appealing to a wide range of more intrinsic, longer-term motivations to participate.*

Capitalize on intrinsic motivation by focusing on teaching and learning issues that capture the intellectual interest of faculty. Build in regular success by offering clear-cut, step-by-step procedures that help faculty set and achieve their goals. Help faculty collaborate productively with their departmental colleagues and with like-minded others from across the disciplines. Teachers often find the personal and social rewards of such collaboration highly motivating.

Consider using extrinsic rewards primarily as a way to "tip the scales," to convince those who need only a slight nudge to get involved. Recognize participants publicly for their interest and involvement. Celebrate risk taking and experimentation, not just successes. This form of extrinsic motivation costs little and yields many benefits. When funds are available, consider providing support for clerical help and research assistants for Classroom Research, rather than paying faculty directly for their participation. Reserve high-status awards and monetary rewards for extraordinary performance or improvement; and consider rewarding teams or departments, rather than individuals.

6. Shift the focus from adopting new ideas to adapting promising ones. *Shift from asking what works to asking what works for whom, when, where, how, and why.*

Faculty-development programming should help participants make explicit connections to the relevant research on teaching and learning in their specific disciplines. Yes, there are useful general principles for effective college teaching and learning based on research. But academic developers need to help teachers build on that base by discovering discipline- and context-specific principles that fill out the "for whom, when, where, how, and why" questions that arise in real classrooms. Fortunately, there are many new journals and other information sources on teaching in the disciplines (see Weimer, 1993).

7. Shift the focus from short-term quantity to long-term quality. *Shift from framing and evaluating program success in terms of faculty participation and satisfaction rates only to also aiming for and assessing success in terms of long-term improvements in teaching and learning performance.*

Building a faculty-development program aimed at real improvements in student learning is a much more daunting task than putting together a calendar of workshops and speakers for the semester. A long-term focus requires time for planning, ongoing human and material support, stable leadership, and a well-organized but flexible process within which faculty can define and accomplish individual agendas that are linked to the overall campus academic-development plan. To encourage ongoing faculty involvement, create a structure that allows participants to start small, to build incrementally, and to set limits on the amount of time and energy they will invest in such programs. ■

Note

This article was excerpted and adapted from a presentation at AAHE's 1994 National Conference on Higher Education, March 23-26, in Chicago, IL. An audiotape of that session (#83) is available for $8.50 plus shipping from Mobiltape Company, Inc. To place a credit card order, call toll free 800/369-5718; to request an Order Form, listing all the 1994 conference tapes available, call AAHE at 202/293-6440.

THE CAMPUS AND NATIONAL SERVICE

MUTUAL INITIATIVES

by Eli J. Segal

Last September 21st, President Clinton signed into law the National and Community Service Trust Act of 1993, creating the Corporation for National and Community Service, and named Eli Segal president and CEO. Among the corporation's activities are two programs with higher education components: One will award $40 million in grants to K-12 schools ($30 million) and to colleges ($10 million) to support service-learning programs. A second ($153 million) will enable Americans 17 years and older to earn money for college in return for service addressing education, public safety, human, and environmental needs. Funded efforts will kick off this fall.

This past March, as the deadline for grant proposals approached, Segal called on higher education to take the lead in helping the AmeriCorps program "move from the poetry of national service to the prose." What role should higher education take in this movement? —*Eds.*

The President is committed to national service not just as an isolated program but as an integral part of his national education agenda. When he outlined his Goals 2000 strategy in an address to the American Council on Education conference [in February 1994], he spoke about national service as a fundamental part of that strategy. "National service," he said, "is more than a program. It carries the spirit of what America is going to have to be like if we're going to solve our problems and grow closer as a people."

H.G. Wells warned us many years ago that "civilization is a race between education and catastrophe." That is a race that none of us can afford to watch from the sidelines. The President and I, and undoubtedly many of you here today, were first summoned to the starting line by a youthful president who told us to ask what we could do for our country. It is a question repeated now by another youthful president. It will be answered by those who serve — the tens of thousands of AmeriCorps members — but it also must be answered by you who lead us in that race away from catastrophe and toward education.

Eli J. Segal is president and CEO of the Corporation for National and Community Service, 1100 Vermont Avenue N.W., Washington, DC 20525. For more information about the Corporation's programs, call 202/606-5000.

Rights and Responsibilities

Just as we are in the process of reinventing government for a stronger future, we must reinvent higher education to fit the needs and goals of the twenty-first century. In reinventing education, we must return to the idea, fundamental to the character of our country, that citizenship entails not only rights — among which the right to an education is precious — but responsibilities.

Democracy is not a spectator sport, and, for all the virtual realities of the twenty-first century, there is no high-tech shortcut to strengthening communities. We must do it neighborhood by neighborhood and block by block. And we can do it only if every citizen has the education — and the will — to play a part. In the twenty-first century, the education and the will won't come from lectures and readings alone. It will have to come, at least in part, from first-hand experience of serving with the members of our communities to meet our common goals.

If higher education is to continue to preserve democracy, colleges and universities cannot simply teach our future engineers the laws of science, our future novelists the language arts, our future lawyers the history of our Constitution. A thriving work-

—Robert Shivers, Dean & Associates

place in the twenty-first century will require leaders who can work in complex communities, recognize diversity and use it as a problem-solving resource, and negotiate relationships of power and disempowerment.

Our engineers will need to understand the needs of the people for whom they design their structures, and that understanding can come only from working directly with those community members. Our novelists will need to understand the infinite shades of human experience, and that understanding can come only from interacting with citizens of all ages and backgrounds. Our lawyers will need to understand not just the meanings of laws but the meaning of justice, and that understanding can come only from seeing the struggle for justice at work — and taking part in it.

Only when our students are educated through service as well as schooling, only when they study to secure good lives as well as good livelihoods, can they excel as students and then as citizens. Only then can our institutions of higher education help to strengthen the entire American community. And we need that help today more than ever.

A Daunting Puzzle

Before I came to Washington, I owned a puzzle company, and so I speak from experience when I say that the puzzle we've got in front of us right now is pretty daunting. It's not that we don't have all the pieces right here in the box; it's just that we can't seem to put them together.

. . . We've got children who we can't put together with the tutors and mentors who could help them succeed in school. Today, one in seven of those children is dropping out of school, and 34 million of them grow up unable to read or compute well enough to find fulfilling work. . . . We've got homeless people who we can't put together with acceptable public housing facilities. Today, more than 13.5 million of them roam our streets, without help and without hope. . . . We've got teenagers who we can't put together with after-school activities better than shooting their peers, and victims who we can't put together with needed social services. Today, 44 percent of Americans are afraid to walk around their own neighborhoods at night, and 135,000 children bring guns to school every day. . . . And we've got polluted parks, streams, and trails all over our beautiful land that we can't put together with the service heroes who care enough to restore them.

AmeriCorps is not some huge new program run by the federal government; it's an investment in getting things done at the grass-roots level.

Yet despite this — despite all of this — the puzzle is not without a solution. And AmeriCorps, the President's new national service program, is part of that solution.

AmeriCorps can help make sense of all these puzzling pieces. AmeriCorps will help put tutors together with at-risk youth, to provide them with role models as they improve their skills. AmeriCorps will put homeless people together with youth corps to renovate public housing facilities. AmeriCorps will put victims of crime together with counseling services . . . frightened neighbors with neighborhood watches . . . abandoned parks with intergenerational clean-up crews. AmeriCorps will help put the American puzzle back together again.

AmeriCorps is coming soon to communities all over America. AmeriCorps is idealistic, to be sure. But it's practical . . . by the end of 1994, 20,000 people, serving before, during, and after college, and earning nearly $5,000 in education awards each year (up to two), as they transform our country. AmeriCorps is not some huge new program run by the federal government; it's an investment in getting things done at the grass-roots level. AmeriCorps is not some new elite; it's ordinary people of all ages and backgrounds doing extraordinary things.

But we can't do it alone.

Seven Challenges to Higher Education

It's not just the young people who take the AmeriCorps oath who will join this new effort in September. Private corporations will join us because they see that an investment in their communities is an investment in their future. Nonprofit organizations and community leaders will join us and seize this new opportunity to make their service programs more effective. Community members will join us because without their investment in creating and sustaining real change, we cannot rebuild the American community.

The 94 million Americans who already volunteer will join us — or, rather, AmeriCorps will join them, offering our efforts not as a substitute for theirs but as a valuable additional resource available full-time. . . . Nearly one million people serving in existing service programs . . . kindergartners engaged in service-learning projects at school . . . senior citizens providing assistance and companionship to the frail elderly or to our most vulnerable children.

And ultimately, if we are to succeed, you will join us, too. Because it is in the working of your hands and your spirits that we ultimately will succeed or fail.

Before the launch of AmeriCorps this fall, there is much that you can do to help the partnership between education and service to succeed. This is not only an appeal to your best instincts — it is a challenge.

So I come before you today, with the hubris to say thank you for your help in getting us this far, but also with a call to do more.

As we move from the poetry of national service to the prose,

we need you to return to your campuses and do your part. Specifically, I challenge higher education to take the following steps:

1. Select your incoming class with service in mind. We recognize the value in the star quarterback and the high school valedictorian. Shouldn't we also prize those who have shown greatness in service? There is no more egalitarian standard, for, as Martin Luther King, Jr., taught us, everyone can be great because everyone can serve. Those who do serve are great, and you should make a determined effort to bring them into each entering class. Doing so not only rewards a commitment to community; it also sends a clarion-clear signal to guidance counselors, parents, and, most of all, to students about what you value . . . and what makes them valuable.

2. Redirect your work-study money. Right now, federal law requires that at least 5 percent of your work-study funds be available to eligible students who want to perform community service. I challenge you to go beyond legal compliance. Shouldn't at least one in ten work-study students be helping the neighborhoods around your institution? Move those students out of your dining halls and into a soup kitchen, or a grade school classroom, or a hospice, or a police precinct house.

3. Let every student serve. The reputation of your institution is in part determined by the mark your alums make in the world beyond your walls. You expect them to reason and communicate, shouldn't you expect them to participate? Some schools, such as Johnson C. Smith University, make service a condition of graduation. *Every* institution can ensure that any student who wishes to serve has an opportunity to do so.

4. Make it easier for graduates to move from school to service. Several institutions, including Princeton, UCLA, and Xavier University in New Orleans, have programs that connect graduates with alums in service organizations. This is important. The Fortune 500 will always be able to mark the entrance to that career path. The road to service is frequently less traveled, but certainly no less valuable.

5. Bring service into the classroom. Your faculty do so much to define your culture. Challenge them to integrate service into the curricula. Look at Michigan, where higher education institutions throughout the state are coordinating to expand service-learning opportunities on campuses. Or look at Ben Barber's Walt Whitman Center at Rutgers, where scholarship includes citizenship, and the lessons learned in the community complement those taught in the classroom.

Move those students out of your dining halls and into a soup kitchen, or a grade school classroom, or a hospice, or a police precinct house.

6. Reward your faculty. I know the emphasis that institutions place on academic research; in fact, we have many topics we would love your institutions to investigate with us. But in challenging your students to service, don't leave your faculty behind. Values can be reflected in hiring, promotion, and tenure. After all, teaching is a service profession — let's reward those who help to nurture those values in students.

7. Get involved with AmeriCorps. We deliberately drafted our legislation to encourage higher education's involvement. Take us up on our invitation. Put together AmeriCorps programs and apply for our support, either on your own or, better yet, in collaboration with community-based organizations and others. Encourage your students to be full- or part-time AmeriCorps participants. And, if you are really energized, rise to the challenge posed by President Gregory Prince of Hampshire College. He put into print his willingness to match our education benefit — dollar for dollar — for those of his students who joined AmeriCorps. Let's get school rivalry going!

You have, placed before you today, an opportunity — one that I believe is a vital part of bringing universities into the twenty-first century. If you embrace this opportunity, we can put together the pieces of our national puzzle and recognize with pride — at last — the picture of America.

I want to leave you with a story that the great civil rights worker Fannie Lou Hamer used to tell about the wise old man and the two little boys who thought they were very clever. The two boys decided they would fool the old man by catching a small bird and cupping it in one boy's hands. They then would bring it to the old man and say, "Old man, we have a bird in our hands. Is it alive or dead?" Their plan was that if he said the bird was dead, they would release it and let it fly away. If he said it was alive, they would crush it and show him the dead bird. But when the boys brought the bird to the old man and asked him their question, he answered, "It's in your hands."

Our hopes and dreams for national service, my friends, are in your hands. If past is prologue, you will not fail.

Thank you. ■

Note

This article was excerpted and adapted from a presentation at AAHE's 1994 National Conference on Higher Education, March 23-26, in Chicago, IL. An audiotape of that session (#52) is available for $8.50 plus shipping from Mobiltape Company, Inc. To place a credit card order, call toll free 800/369-5718; to request an Order Form, listing all the 1994 conference tapes available, call AAHE at 202/293-6440.

FORUM ON

Faculty Roles & Rewards

Dear Colleague:

The myriad of calls to reinvent, redesign, or reengineer American higher education for the 21st century all focus, sooner or later, on the role of faculty. The faculty is identified as the primary investment, the key resource, and often, the biggest impediment to the change required to meet the critical needs of a new millennium. Faculty bashing, complaints, and blaming are all too frequent, and prescriptions for setting things right abound (proposed most often by those who know little about higher education and even less about the day-to-day working lives of faculty). AAHE's Forum on Faculty Roles & Rewards could not have come into being at a more propitious time.

I am delighted to be a part of this vital initiative, and invite you to join me in shaping the Forum's third Conference on Faculty Roles & Rewards: building on the good work that has already been accomplished, and ensuring that this critical agenda is advanced in ways that will make a substantive difference. Issues related to faculty priorities and reward systems are central to the problems we now face. If higher education doesn't frame the key questions and move in a timely fashion toward convincing answers and workable solutions, the agenda will be set for us, and solutions — workable or not — will be imposed on us by others.

The 1995 Conference on Faculty Roles & Rewards will give us an opportunity to hear the results of three years of diligent and fruitful work that the Forum has initiated — including new modes of assessing scholarly work. I look forward especially to working closely with Pat Hutchings, Director of AAHE's Teaching Initiative. Pat will play an important role in shaping the conference program — bringing forward AAHE's work in the peer review of teaching and related areas. Like last year, campus teams grappling with these issues are invited to pursue their work as a part of the conference.

The context framing our discussion will be enlarged this year. We will examine the role of faculty in the larger social environment and ask about our responsibilities in shaping a genuinely democratic society. We also will attend to the hard demands and heightened expectations being pressed upon higher education in a society where knowledge is pivotal and the needs for advanced education are rapidly escalating. Here's a sample of the themes and questions that will shape the conference agenda and the continuing work of the Forum:

Honoring different forms of scholarly excellence

- The Forum began with the call to broaden higher education's view of scholarly work. Can the quality of teaching and service — as well as research — be documented and rewarded in ways that will be seen as legitimate by colleagues on one's own campus and beyond?
- Can we build communities of discourse around teaching and service that transcend the local campus and are portable?
- Peer review of teaching has been equated with classroom visits. Are there alternative ways to strengthen the role of faculty colleagues in the evaluation of teaching?
- What is the next stage of development for centers of teaching and learning?
- Many campuses are developing organizational arrangements that cut across discipline-based departments and focus faculty energies on social problems. What key lessons have been learned?

From "my work" to "our work"

- Can we change the culture of our institutions so that working together as departmental or unit teams is valued and rewarded?
- Are there campuses that offer promising ways to evaluate and reward faculty for their *collective* contribution to tasks such as the improvement of teaching?

- How do we help faculty and administrators move beyond the debilitating adversarial relationships with which we now struggle? Are there forms of faculty governance that encourage collaboration?
- Clark Kerr, Henry Rosovsky, and others have written that faculty responsibility to the larger university community is eroding. What's behind this trend? Are there specific initiatives that might address this concern?

Rethinking faculty careers

- How do we maintain the vitality and commitments of senior faculty? Are there creative institutional strategies for developing retirement options that respect the dignity of individual faculty and take advantage of the talent of emeriti faculty?
- Governing boards are raising new questions about tenure. How should the academic community respond?
- All organizations seem to be moving toward greater reliance on a contingent workforce. What are the implications of this for campus policies relating to part-time faculty? What can be learned from organizations outside the academy?
- What policies are needed to cope with the external careers of faculty? How can we help faculty deal with the conflict between cosmopolitan and local responsibilities?
- What is the impact of new information technologies on the future roles of faculty?

Taking charge of accountability

- How can we engage trustees, legislators, and accrediting associations in an open and informed exchange about new standards being proposed for faculty productivity?
- Can we develop indicators of institutional performance that recognize and honor the full range of campus missions, such as contributions to student learning and service to the surrounding communities?
- Are there exemplary practices of program review that might communicate more effectively to external constituencies what faculty do day-to-day?
- How can faculty get better informed and more fully involved in anticipating the educational needs of American society in the next century?

I join the staff of AAHE July 1 and will be working on the conference program throughout the summer and into the fall. Please share with me or Kris Sorchy, the Forum coordinator, your ideas about the issues you feel the conference should address. If you'd like to propose a specific session, please follow the guidelines provided. We will accept and respond to proposals on a "rolling" basis throughout the summer and early fall. We cannot promise that proposals postmarked later than September 16 will be acted upon in time to meet our deadlines.

I look forward to working with you on this important initiative.

Gene Rice

About AAHE

The American Association for Higher Education (AAHE) is a national organization of more than 8,000 individuals dedicated to the common cause of improving the quality of American higher education.

AAHE is higher education's "citizen's organization," where individuals can step beyond their special roles to address collectively the challenges higher education faces. AAHE's membership includes faculty, administrators, and students from all sectors, plus policymakers and leaders from foundations, government, and business.

AAHE members share two convictions: that higher education should play a more central role in national life, and that each of our institutions can be more effective. AAHE helps members translate these convictions into action. Through conferences, publications, and special projects, members acquire both the "big picture" and the practical tools needed to increase their effectiveness in their own setting, and to improve the enterprise as a whole.

Guidelines for 1995 Conference Session Proposals

To propose a session, please mail or fax a proposal letter to:

Eugene Rice
Director, AAHE Forum on Faculty Roles & Rewards
One Dupont Circle, Suite 360
Washington DC 20036-1110
fax: 202/293-0073

Be sure to include in your letter: (1) the title of the session, (2) the audience you are addressing, (3) the format you propose, and (4) a brief statement as to why you think the topic is significant.

Please be sure to include your name, title, institution, address, phone, fax, and e-mail address. If you are proposing any format of multiple presenters, please include the same information for the other presenters.

Sessions will be either 60 or 75 minutes in length. We encourage you to collaborate with colleagues in developing presentations that reflect a diversity of perspectives and that foster discussion among participants.

We will contact you about the status of your proposal on a rolling basis, but no later than October 28, 1994.
If you have any questions, please feel free to call Gene Rice, Director, or Kris Sorchy, Project Assistant, at 202/293-6440 x20.

AAHE FORUM ON FACULTY ROLES & REWARDS
CALL FOR PARTICIPATION

☐ I am interested in attending the 1995 Conference on Faculty Roles & Rewards. Please send me registration materials.

☐ Please add my name to the Forum's mailing list.

☐ Please send me information about membership in the American Association for Higher Education.

Name _____

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Mail or fax this coupon, or send an e-mail message to Kris Sorchy, Project Assistant, FFRR, AAHE, One Dupont Circle, Suite 360, Washington DC 20036-1110; fax: 202/293-0073; Internet aaheffrr@capcon.net

Call for Proposals and Participation

Third AAHE Conference on Faculty Roles & Rewards

January 19-22, 1995
Hyatt Regency Phoenix

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Call for Proposals and Participation

Third AAHE Conference on Faculty Roles & Rewards

CIVIL RIGHTS IN THE 1990s

EMPOWERMENT OF STUDENTS AND PARENTS

by Norma Cantú

Rivera

This lecture is the tenth in a series that began in 1985 to honor the memory of Tomás Rivera, who at the time of his death in 1984, at age 49, was chancellor of the University of California, Riverside. Tomás Rivera was a scholar, writer, and administrator who poured his life's energies into expanding opportunities for all people. He searched for ways to connect humanity, to support the most vulnerable in our society, to promote and defend civil rights, and to clear a path that would allow people of every race, color, and creed to triumph. In this session, Assistant Secretary for Civil Rights Norma Cantú addressed those same issues, so central to Dr. Rivera's life. —*Eds.*

1994 marks a special year in America's long-standing efforts to bring about educational opportunity for *all* its people. In 1994, we observed the twentieth anniversary of the Supreme Court's decision in the *Lau* case, which affirmed the educational rights of language-minority students. And in the next few months we will be commemorating the thirtieth anniversary of the Civil Rights Act of 1964, which protects minorities and voters, and the fortieth anniversary of the landmark *Brown v. Board* decision that declared separate but equal schools to be unconstitutional.

(I searched for a civil rights event that happened ten years ago and could not find one. If any of you know of a civil rights event that happened in 1984, during the last administrations, let me know.)

I could talk about the civil rights accomplishments we've seen in forty years. I could spin you a story and tell you it's better than anyone has ever seen. I could tell you that in four decades, we have seen graduation rates improve; we have seen official segregation of blacks, Hispanics, women end. I could tell you that governments no longer pass laws that create separate bathrooms and separate water fountains and separate school buildings. I could tell you that we have made tremendous progress. And I believe that. . . . Of course, I'm a professional optimist.

—Robert Shiverts, Oscar & Associates

Norma Cantú is assistant secretary for civil rights, U.S. Department of Education, 330 C Street, S.W., Washington, DC 20202-1100.

But rather than talk about the litany of accomplishments brought about by the federal civil rights laws that pertain to education, I want to talk about what it's going to take to move us forward. Because we've moved forward, at times painfully slow, at times at a dramatic pace, toward equal access to educational opportunity.

But the courts, the laws, the judges, the lawyers, have not moved us far enough. They will never be sufficient, even if they are supplemented with new legislative proposals or court pronouncements; even with more effective and vigorous leadership on the part of the Executive Branch. Our progress — any future gains in the struggle for equality — whether in education or in any other arena — will be based on something less concrete than a provision of law or a decision by a court. Our progress will be based on abstract principles

of justice. And the highest principles of justice are found not within the law books or within the Code of Federal Regulations, but within ourselves.

What I want to speak about today is the principle of community, because that principle captures an inner feeling and carries a spirituality that embodies concepts and values inherent in *other* important principles of justice. It represents our best hope for gaining equality. It may be our only hope.

A Country in Search of Community

The United States is a country in search of community. While the legal and the official barriers that once kept us separated are now off the books, there still is much division. Today, the great danger America confronts is the emphasis being placed on what separates us, rather than on what can bring us together.

There are those who believe this search for community is pointless, given America's unique and unprecedented diversity. As a quick rejoinder, let me point out that prior to the arrival of Europeans, more than five hundred languages were spoken by the peoples of North America. Diversity is hardly unique to today's society.

Those who dismiss the search for community would have us believe that America today is nothing more than a collection of distinct racial and ethnic cultures, and that any effort to establish a common community is doomed to failure, as it would serve to disparage individual groups. I think this view ignores history, especially American history. America is at its best when there is a sense of community that directs the actions of all its constituent parts. And that sense of community is achievable — history is our witness.

At the national level, we've seen the country come together in the face of great economic hardships, and, of course, when we have gone to war to defend freedom. The natural disasters . . . the flooding in the Midwest, and the earthquakes in California . . . are just recent reminders of how our people can rally as communities, temporarily putting individual and group differences to the side.

We've moved forward, at times painfully slow, at times at a dramatic pace, toward equal access to educational opportunity. But the courts, the laws, the judges, the lawyers, have not moved us far enough. They will never be sufficient, even if they are supplemented with new legislative proposals or court pronouncements.

For additional support, from an historical perspective, I would like to share with you a recent statement by the distinguished historian and former Librarian of Congress Daniel Boorstin, who has written some fifty years on the American destiny. He said:

> There has been so much emphasis on the diversity of our peoples. I think it's time that we reaffirmed the fact that what has built our country is community, and that community is not dependent on government. It's dependent on the willingness of people to build together . . . community . . . an emphasis on what brings us together . . . is what I think is called for in our time.

I can think of no better way for Latinos to honor the memory of Tomás Rivera than to join in this search for community. And we have much to contribute, because the ties of family and community have been central and a source of great strength in our cultural traditions.

Larger, Common Interest

In any productive society, individuals and institutions must balance their self-interest against the larger, common interest . . . the community interest. To achieve this balance requires people to lift their sights and build on the things that can hold us together — our neighborhoods, our schools, our families, our basic values, and our sense of fair play.

The weakening of these elements constitutes a grave threat to the fabric of an American community. It is a reminder that the thread of community can slip away, with dangerous consequences. And this danger now is jeopardizing the educational preparation, as well as the very lives, of our children — our most precious resources. Too many are succumbing to despair that is mirrored at all levels of the educational process. Too many are failing to develop their educational potential because of the indifference of the larger community. The most glaring examples of community breakdown involve the violence on school campuses, which in recent weeks have echoed within the very shadows of the nation's capitol.

A caring community must rise up and put an end to this intolerable situation.

- A caring community does not allow 160,000 children to stay home each day because they are afraid to go to school.
- A caring community does not allow the equivalent of a classroomful of children to be killed every two days by firearms.
- A caring community does not report that in a twelve-year period, nearly 50,000 children were killed by guns — a figure approximately the number of Americans killed in the Vietnam War.
- A caring community takes notice when one of every five high school students carries a firearm, knife, or club on a regular basis.
- A caring community takes notice when metal detectors, security guards, drug-sniffing dogs, and locker searches become

commonplace in the schools, as educators try to curb the epidemic of violence.

- A caring community recoils when a half-million minority students on the college campuses each year experience intimidation and harassment — ranging from racial slurs and derogatory remarks to property destruction and physical violence.
- A caring community also acts when 82 percent of college presidents cite the need for greater understanding and awareness of racial diversity on our campuses.
- A caring community responds when previous victims of discrimination now become the new victimizers.

Many of our children are losing out on access to educational excellence because they are considered outsiders who are beyond the reach of community concern. How much easier it would be to effectuate comprehensive school reform if *all* students were thought of as entitled to the very best educational services available. This would put an end to the insidious practice of holding out lower expectations — and, consequently, lower educational benefits — that often are based on a child's membership in a group not considered an equal or full partner in the community. The education system suffers — indeed, America suffers — when the expectation for a minority student, or a female student, or a student with a disability, or a language-minority student, or a student from an economically disadvantaged background is different from the expectation for other students. The community must insist on high standards and a high-quality curriculum for *all* students as they prepare to enter higher education or take their place in the workforce.

But we also are doing a disservice to many other children in the educational pipeline, those whom we consider within the care of the community and therefore entitled to the full benefits of educational excellence. These children need to be educated about how to interact and respect all diverse elements of the community that they someday will be called upon to lead. Yet, our schools are not preparing students to accept and live with diversity and to value the entirety of the disparate parts of America's community. Children are being left to their own devices in learning how to get along with people who are different.

The United States is a country in search of community. While the legal and the official barriers that once kept us separated are now off the books, there still is much division. Today, the great danger America confronts is the emphasis being placed on what separates us, rather than on what can bring us together.

Efforts at multicultural education are few. Even where there are promising programs in the schools, like prejudice-reduction curricula, conflict management, and peer mediation, they often are given low priority or inadequate funding, or they are presented by untrained, sometimes resentful teachers. A perceptive sixteen-year-old student who attends school in St. Louis wrote a piece for a national magazine that captures the problem:

> My school, in its effort to put students through as many academic classes as possible and prepare them for college, seems to have overlooked one crucial course — teaching students how to get along, which, in my opinion, would be more valuable than all the others.

The challenge to "get along" will be more imposing, since our schools are experiencing the full force of the racial and ethnic changes happening in our country sooner than is the general population. Today, fifteen of our twenty-five-largest school districts have predominantly minority student enrollments. The New York City School System is a good example of the growing diversity. In New York, students now come from 188 countries and speak as many as 100 different languages. What also is striking are the language groups represented in America's schools. After Spanish, the most common languages are Vietnamese, Hmong, Cantonese, Cambodian, Korean, Laotian, Navajo, Tagalog, Russian, Creole, and Arabic. These were not the language-minority groups that predominated not so long ago.

Will today's children be able to function effectively in a rich mixture of races, ethnicities, religions, languages, and lifestyles? Will they be prepared for the changing economic conditions they will face, as well as the people with whom they will need to live and work? If we continue to prepare children only to function in the new high-tech environment, and neglect the human side of the equation, the answer is a resounding "No!"

Here I would pause to call to mind the words of Dr. Martin Luther King, Jr., delivered at a commencement address at Lincoln University in 1961:

> Through our scientific genius we have made of this world a neighborhood. Now . . . we must make of it a brotherhood. We must all learn to live together as brothers, or we will all perish together as fools. We must come to see that no individual can live alone; no nation can live alone. We must all live together. We must all be concerned about each other.

Our Last Opportunity

This leads us to what can be expected of colleges and universities.

We are looking to you to help bring us together. If not you, who else can be expected to show us the way to community? Higher education is the last formal setting for acquiring and developing

the sensitivity, fairness, and appreciation of differences that are main ingredients in building a renewed sense of community.

It may be unfair to place this expectation on higher education, in wake of how little the larger society has addressed the issue of educating students to understand and respect differences. Many students enter college having had virtually no contact with individuals from other racial and ethnic backgrounds. The goal is to encourage all students to learn how to respect and value one another for their differences — to take appreciative delight in differences. Only by understanding America's diversity can we appreciate our common humanity. I believe that justice and respect for differences are principles that can help tie the diverse elements of a college campus into a community — a caring community.

We are seeing some excellent efforts by colleges — many of which are represented here today — to promote appreciation of racial and ethnic diversity. Some are incorporating race relations into institutional planning and operational activities that are reflected in innovative programs to recruit minority students and faculty. Many others are communicating the priority an institution places on diversity in assessing the performance of employees who are in direct contact with students, including faculty, counselors, and security and cafeteria personnel.

There also are program strategies that colleges have tested and that have proved invaluable in promoting tolerance and appreciation of diversity in higher education. These strategies extend to curricular development and diversity course requirements, as well as to methods of making all students feel wanted and comfortable on the campus. We also see campuses demonstrating to their many constituent groups and organizations how to reach out to one another so that the diverse student population can live and learn more about and from one another — and ultimately gain the lifelong skills they so desperately need for learning and living in a multicultural society.

We are looking to you to help bring us together. If not you, who else can be expected to show us the way to community? Higher education is the last formal setting for acquiring and developing the sensitivity, fairness, and appreciation of differences that are main ingredients in building a renewed sense of community.

We also need to ask colleges to help define the core democratic values that educational institutions at all levels can help transmit to our community. These are the values that will help young people to function fairly in the work setting, to raise families, to take responsibility for what needs to be done in the community, and to live in peace with all people. Our students must come to realize that in addition to preparing for the pursuit of personal and career interests, they also are being prepared to fulfill civic obligations.

One of the most sensitive challenges on the campuses today is to protect the principle of freedom of speech and thought, so that all views and perspectives are heard, even those we find abhorrent. A sense of community does not waive First Amendment rights.

But it does recognize our responsibility to challenge views that are hateful and aimed at splintering the community. We should not respond only to hateful speech that is directed at our own group. We should respond wherever it emerges and whatever the cost to reaffirm our commitment to community. Whenever the viruses of prejudice, discrimination, hatred, and unfairness break out, they cannot be ignored. As more institutions of higher learning affirm this new vision of community on campus, they also will be promoting a sense of wholeness necessary for renewing a national community.

In our daily work, we can all look for ways to promote those values that will lead to a renewed sense of community — values that arrive from an appreciation of the common humanity that transcends race, language, and the other accidents of birth; values that will lead to a collective responsibility for the entire community. The quiet persistence of daily, individual acts of decency, justice, and human kindness can be the highest expression of community.

We can be inspired by a poster that hangs on a wall near my office. It shows the faces of America's young and old, the faces of people from different racial and ethnic groups. Its message reads: "In our infinite diversity we travel the same path. Let us help each other along the way."

I close by reminding you that being optimistic does not mean that you are wrong; you can be optimistic and *right*.

Thank you very much. ■

Acknowledgment

The Assistant Secretary wishes to acknowledge and thank Mr. Art Besner at the Office of Civil Rights for his hard work in researching and developing the text of this speech.

Note

This article was adapted from a presentation at AAHE's 1994 National Conference on Higher Education, March 23-26, in Chicago, IL. An audiotape of that session (#77) is available for $8.50 plus shipping from Mobiltape Company, Inc. To place a credit card order, call toll free 800/369-5718; to request an Order Form, listing all the 1994 conference tapes available, call AAHE at 202/293-6440.

AAHE NEWS

The Education Trust

Community Compacts/K-16 Councils

"Community Compacts for Student Success," a program funded by the Pew Charitable Trusts and housed under the umbrella of AAHE's Education Trust, aims to align school reform with the corresponding need for reform in higher education. The Education Trust's role is to help a community organize a Compact of school districts, postsecondary institutions, businesses, and community leaders, then foster the communication and cooperation among the Compact's members necessary for it to succeed.

At press time, the following cities have received or have been recommended to receive program funding from the Pew Charitable Trusts to support a Compact effort: Birmingham, AL; El Paso, TX; Hartford, CT; Philadelphia, PA; Providence, RI; and Pueblo, CO.

AAHE's Education Trust hopes to involve other communities in related reform efforts through another of its programs, called "K-16 Councils." Council sites do not receive Pew funding, but they employ the same framework and strategies as the Compact cities (customized to meet local needs), and benefit from the Compacts' experiences. To help disseminate useful information among Council members, the Education Trust plans to publish a quarterly newsletter, *Thinking K-16*, beginning later this month.

Among the communities now organizing local K-16 Councils are Akron, OH; Baltimore County, MD; Cahokia/Edwardsville, IL; Carson City, NV; Dallas/Denton, TX; Lawrence, KS; Lexington, KY; Minneapolis/St. Paul, MN; Northridge, CA; Ogden, UT; Oxford/Cincinnati, OH; Pontiac, MI; Portland, OR; Reno, NV; and San Francisco, CA.

If you would like to find out more about K-16 Councils, or if you are interested in starting a Council in your area, contact Nevin Brown, Principal Partner, The Education Trust, at AAHE. If you would like to be put on the mailing list to receive *Thinking K-16*, contact Grace Moy, Project Assistant, The Education Trust, at AAHE.

AAHE Technology Projects

Alternate *Bulletin* Format

Earlier this year, EASI (Equal Access to Software and Information) — a project dedicated to developing, collecting, organizing, and disseminating information on the use of information technologies to help students and faculty who have disabilities — affiliated with AAHE, through AAHE's Technology Projects.

Now that affiliation is yielding a new member service: a pilot effort to provide the *AAHE Bulletin* in electronic form to AAHE members with disabilities who cannot make use of the *Bulletin* in its standard, printed form.

Beginning with this June 1994 issue, AAHE will test providing the unformatted text of each *Bulletin* in ASCII format (without pictures or other graphics) on line. To begin receiving the alternate *Bulletin*, call AAHE Membership Services, at 202/293-6440, x27; have your e-mail address handy. Or, send your name, institution, and e-mail address to AAHE's director of technology projects, Steve Gilbert, via Internet at the address GILBERT@CLARK.NET. After being verified as a current AAHE member or *Bulletin* subscriber, you will be given access to a closed Listserv set up by EASI for this purpose.

Forum on Faculty Roles & Rewards

Insert: Conference Call for Proposals

This issue of the *Bulletin* contains the Call for Proposals for AAHE's Third Conference on Faculty Roles & Rewards. The submission deadline is *September 16, 1994*.

AAHE Teaching Initiative

"Peer Review of Teaching" Institute

Last January, during AAHE's Second Conference on Faculty Roles & Rewards, AAHE President Russ Edgerton announced the Asso-

continued on p. 18

AAHE in Action

Peer Review of Teaching Institute. See February and June *Bulletin* "AAHE News" for details. Stanford, CA. *June 20-25, 1994.*

Collaborative Learning Conference. Cosponsored by NCTLA and AAHE. See February *Bulletin* "AAHE News" for details. State College, PA. *June 25-27, 1994.*

Community Compacts for Student Success Directors Meeting. Hosted by AAHE's Education Trust. See June *Bulletin* "AAHE News" for details. Wye, MD. *June 25-28, 1994.*

K-16 Council Directors Meeting. Hosted by AAHE's Education Trust. See June *Bulletin* "AAHE News" for details. Wye, MD. *June 27-30, 1994.*

"Improving Teaching Through Reflective Practice" Conference. Cosponsored by Pace University and AAHE. Registration is full. Vancouver, British Columbia. *July 20- 23, 1994.*

Midwest Regional Faculty Roles & Rewards Conference. Cosponsored by AAHE, the University of Wisconsin System, and the Wisconsin Association of Independent Colleges and Universities. See May *Bulletin* "AAHE News" for details. Madison, WI. *October 28-29, 1994.*

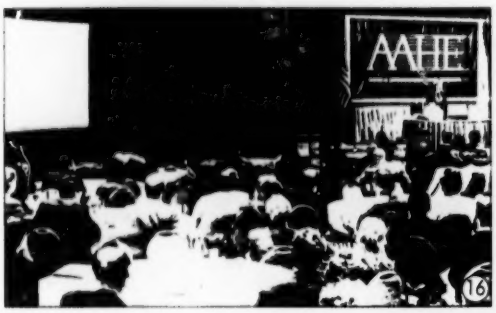
Fifth National Conference on School/College Collaboration. Washington, DC. *November 17-20, 1994.*

Third AAHE Conference on Faculty Roles & Rewards. Phoenix, AZ. *January 19-22, 1995.*

1995 AAHE Conference on Assessment & Quality. Boston, MA. *June 11-14, 1995.*

IMAGES FROM CHICAGO 1994

Photography by Robert Shiverts
Oscar & Associates



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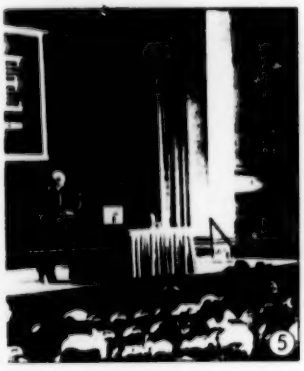

1. Jointly sponsored by AAHE's seven caucuses, the annual "Diversity Breakfast" raised issues for discussion between panelists (L to R: Louis Olivas, Roy Saigo, Donna Shavlik, Yolanda Moses, Michael Ego) and attendees.

2. 1994-1995 Board Chair Helen Astin, of UCLA, presided over the Town Meeting.

3. Among the festivities at the Thursday night "Special Evening at the Field Museum" was group-singing of "The Alma Mater Blues," words and music by Sandy Astin (on keyboard) and Cliff Adelman (vocals).

4. The walking tour of Chicago starts off down Michigan Avenue.

5, 6. Keynoter Charles Handy, over from England for the conference and to promote his most recent book, *The Age of Paradox*, was a big hit.

7. Technology demonstrations added to the excitement of AAHE's Exhibit Hall.

8. On Thursday evening, 100 faculty members nominated by their campuses as outstanding academic citizens were presented copies of *The Call of Service*, by Robert Coles.

9. Conferees enjoy an all-conference refreshment break, sponsored by the POD Network.

10. Poster sessions drew crowds on Thursday and Friday.

11. Working in small groups, the 200 participants at the tenth annual Research Forum set out to define a research agenda for the 21st-century academic workplace.

12, 13. The tenth Tomás Rivera Lecture, delivered by Norma Cantú (see pp. 11-14), was followed by a moving tribute to civil rights leaders by Laura Rendon (12), capped by a champagne toast (13).

14. One of the 1,663 attendees.

15. Cocktails on the Field Museum balcony, presided over by a 45-foot-tall Brachiosaurus, the world's largest mounted dinosaur skeleton.

16. Donald Norman, an Apple Fellow, demonstrated (see screen, L) how he uses interactive multimedia and "hypertext" to extend the boundaries of the traditional textbook.

17. Workshops provided intensive learning opportunities.

18. Still photography doesn't do justice to the impact of sound and moving images demonstrated in this session on using multimedia in the classroom.

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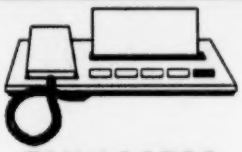

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104 — "Displaying Teaching to a Community of Peers" *by Lee S. Shulman.*

103 — "Assessment, Quality, and Undergraduate Improvement" *by Theodore J. Marchese.*

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100 — "Remembering the Heart of Higher Education" *by Parker J. Palmer.*

101 — "Reinventing Accreditation: Should Accreditation Survive Into the 21st Century?" *by Ralph A. Wolff.*

102 — "Access and Retention: Caring About Outcomes & Doing Something About Them" *by Gregory R. Anrig.*

Free

10 — Menu of Documents More detail about each offering.

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continued from p. 15

ciation's participation in a new initiative, entitled "From Idea to Prototype: The Peer Review of Teaching." (See February 1994 "AAHE News.")

Since then, faculty from the project's twelve participating campuses (listed below) have been conducting small-scale experiments in peer review — exercises intended to reveal the "pedagogical thinking" behind various aspects of teaching practice — in preparation for a week-long Institute on the Peer Review of Teaching. The Institute will be held *June 20-25, 1994*, on the *Stanford University* campus, where Lee Shulman, AAHE's partner in coordinating the project, is professor of education.

During the Institute, faculty teams from pilot departments will explore a variety of strategies for being colleagues to one another in teaching as they are in research. Building on those strategies, they will propose plans to implement in their own departments during the next academic year.

Campuses participating in the project are Indiana University-Purdue University at Indianapolis, Kent State University, Northwestern University, Stanford University, Syracuse University, Temple University, University of California at Santa Cruz, University of Georgia, University of Michigan, University of Nebraska at Lincoln, University of North Carolina at Charlotte, and University of Wisconsin at Madison. The project is funded by the William and Flora Hewlett Foundation and the Pew Charitable Trusts.

For more information about the project, contact Pat Hutchings, Project Director, AAHE Teaching Initiative, or Erin Anderson, Project Assistant, at AAHE. A resource packet based on the Institute experience will be available in the fall.

National Office

Conference Tape Sales

For many years, AAHE has made available audiotapes of most sessions at each of its conferences. What are the latest best-sellers?

For the January 1994 **Second Conference on Faculty Roles & Rewards,** the top seller is Ernest Boyer's plenary address "Scholarship Reassessed" (#2), with 36 tapes sold so far. It is followed closely by "The Department Audit: A Means to Access and Evaluate the Collective Responsibilities of Faculty" (#22), a session by Arthur Linkins, Sheila Tobias, and Jon Wergin; and "Rethinking Academic Departments to Promote Effective Teaching" (#12), by James Kilroy, William Massy, and Andrea Wilger.

The most popular session from the March **1994 National Conference** is by far Charles Handy's opening plenary, "The 21st Century Academic Workplace" (#5), with 77 tapes sold. Second, with 50 tapes sold, is Linda Frank and Robert Zemsky's "Pathways to Restructuring" (#43). "The New American College" (#13), with Barbara Leigh Smith and Frank Wong, ranks third, with 31 tapes sold.

Audiotapes are $8.50 each, plus shipping, and can be ordered by credit card directly from Mobiltape Company, Inc., by calling toll free 800/369-5718. Copies of audiotape order forms for these or other AAHE conferences are available from Mobiltape or from AAHE.

National Office

Bulletin Call

Are you interested in submitting an article for publication in the *Bulletin?*

- Submissions for publication should be no longer than 3,000 words.
- All manuscripts should be typed, double-spaced; if your article is accepted, we would appreciate an electronic version (WP5.1 preferred).
- The *Bulletin* is not refereed.
- Fresh, factual information is what we seek, but extensive footnotes and references are not required.
- AAHE reserves the right to edit, shorten, or lengthen articles at the editors' discretion.

To be sent the *Bulletin*'s manuscript guidelines, call Assistant Editor Gail Hubbard, at AAHE, at 202/293-6440, x41. ■

Bulletin Board

by Ted Marchese

Welcome back for news of AAHE members (names in **bold**) doing interesting things, plus items of note.

Malloy

Bryant

McPherson

PEOPLE: We're all indebted to Notre Dame's **Fr. Edward Malloy** for heading the National Commission that brought national attention to the alarming statistics on binge drinking on campus (". . . the worst substance-abuse problem among college students") . . . the report itself—it's worth a good ponder—can be had for $8.00 prepaid from CASA, 152 W. 57th St., New York, NY 10019. . . . I also appreciated Indiana historian **John Thelin**'s *Games Colleges Play* (Johns Hopkins), a hard look at the evolution of big-time athletics on campus. . . . With all the recent back-and-forth around sexual harassment codes, and with good people at loggerheads, ACE's **Donna Shavlik** and AAUW's **Anne Bryant** had a good idea in convening a day-long confab last month that tried to think its way to different ground, "a new social contract" between girls and boys, women and men. . . . On the appointments front, our very best wishes to Miami of Ohio's **Ron Henry,** the new provost at Georgia State . . . to economist **Mike McPherson,** the new dean at Williams . . . and to Maryland's **Jane Fiori Lawrence** (my *Search Committee Handbook* coauthor), off to head honors programs at Washington State . . . and, happy to say after three years of searching, Ohio State landed a worthy successor to **Bob Silverman** as editor of the *Journal of Higher Education*, Kentucky's **Leonard Baird** . . . 1,430 AAHE members use their membership to get *JHE* at a discount.

CASE AWARD: The Council for Advancement and Support of Education (CASE) has run the "Professor of the Year" program since 1981, but this year brings some big changes: the award now will be given in the name of the Carnegie Foundation for the Advancement of Teaching, institutions need not be CASE members to submit nominations, winners will be selected in *four* categories, and (this in part from a consultation at AAHE) there are new criteria reflecting current thinking about teaching and scholarship. . . . Nominations are due July 8th, forms from CASE at 202/328-5900.

FACULTY: Speaking of Carnegie, **Ernest Boyer** releases the Foundation's 14-nation survey of faculty attitudes late this month. . . . Boyer's *Scholarship Reassessed*, I learn, now has a February 1995 release date. . . . There's lots of writing appearing on that topic, including, this spring, *Assessing Faculty Work* by **Larry Braskamp** and John Ory (Jossey-Bass) and **Bob Diamond**'s *Serving on Promotion and Tenure Committees* (Anker). . . . Also from Anker, I found useful advice in **Ken Zahorski**'s new book *The Sabbatical Mentor.*

ACCREDITATION: Lots of activity followed up that Tucson summit last January aimed at reinventing regional accreditation . . . the resulting National Policy Board met in Washington before Memorial Day to coordinate work-group efforts on a new plan . . . and the Johnson Foundation hosts a follow-on Wingspread conference, mostly for state officials, June 17-19. . . . Meanwhile, it's far from clear that most campuses want to see changes, judging by the wariness about reform evident at April's Western Association meeting in Hawaii, and by a recent New England Association poll showing that most institutions are quite happy with the way things are now. . . . Stay tuned.

AT AAHE: As I write, the office is a beehive of activity in preparation for our June 12-15 Assessment & Quality Conference, with a largest-ever attendance of 1,500+ expected. . . . Many thanks for your generous feedback on our 25th anniversary *Change* . . . if you didn't see in it an author or topic you hoped for, be patient: we're running more "best of" excerpts in each of the next three issues. . . . Since our special Internet *Bulletin* in March, the number of participants on **Steve Gilbert**'s Listserv on technology and teaching/learning has jumped past 1,000 . . . to subscribe, fax your name and e-mail address to Steve, here at AAHE. . . . The Teaching Initiative's "Reflective Practice" July retreat in Vancouver—it's AAHE's first meeting in Canada—is fully booked. . . . As the bylaws stipulate, July 1st is the transition date for AAHE Board members, on which UCLA's **Helen Astin** succeeds Kent State's **Carol Cartwright** as chair. Have a wonderful summer, see you in September! ■

CQI on Campus.

NEW!

CQ9402 — 25 Snapshots of a Movement: Profiles of Campuses Implementing CQI (1994, 136pp) With an introduction by Steve Brigham. A collection of twenty-five profiles of colleges and universities involved in the quality movement. Each profile addresses ten key areas: The Institution, Reasons for Embracing CQI, Getting Started, Strategic Framework, Obstacles, Key Successes, Academic Activity, Faculty Resistance to CQI, Next Steps, and Hindsight. The name and address of a contact person on each campus also is provided.

The colleges and universities profiled include public and private, two- and four-year, research and liberal arts institutions. While *25 Snapshots* does not offer a proven formula for CQI implementation, it will allow you to learn from the experiences of campuses that have tried different strategies with varying degrees of success.

AAHE members $13.00 each, nonmembers $15.00 each, plus shipping

CQ9401 — CQI 101: A First Reader for Higher Education (1994, 230pp) A collection of more than twenty carefully selected articles on continuous quality improvement from a variety of business and education publications, including *BusinessWeek*, *Sloan Management Review*, *Training*, *Change*, *Phi Delta Kappan*, and *NACUBO Business Officer*. The articles are grouped into three sections: a history of the quality movement (Section I), application examples in noneducation sectors (Section II), and some of the most thoughtful writings to date on CQI for higher education (Section III). Among the selections are "how to" articles such as David Nadler and Jeffrey Heilpern's "Implementing TQM," and philosophical pieces such as Peter Senge's "The Leader's New Work." The higher education pieces include Oregon State University's implementation plan, an example of CQI in the classroom, and Clara Lovett's "Assessment, CQI, and the Faculty Culture." Designed for busy administrators and faculty who are relatively new to the discussion of quality.

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